REPORT RESUMES

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CRITERIA FOR EVALUATION OF VOCATIONAL TECHNICAL SCHOOLS OF CONNECTICUT. (TITLE SUPPLIED).
CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

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DESCRIPTORS- *VOCATIONAL SCHOOLS, *PROGRAM EVALUATION, *GUIDELINES, SELF EVALUATION, *VOCATIONAL EDUCATION, CHECK LISTS, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY,

GUIDELINES AND CRITERIA FOR THE EVALUATION OF THE OVERALL PROGRAM OF THE VOCATIONAL-TECHNICAL SCHOOL ARE PROVIDED. PHILOSOPHY, OBJECTIVES, AND CHECK LISTS CONSISTING OF PROVISIONS, CONDITIONS, OR CHARACTERISTICS FOUND IN GOOD VOCATIONAL-TECHNICAL SCHOOLS ARE PRESENTED FOR EVALUATING THE FOLLOWING AREAS--ADMINISTRATION, PROFESSIONAL STAFF, TRADE PROGRAM, SCHOOL PLANT, RELATED DEPARTMENTS, AUDIOVISUAL SERVICES, SCHOOL LIBRARY, CAFETERIA, SOCIAL STUDIES PROGRAM, ENGLISH PROGRAM, PHYSICAL EDUCATION, DRIVER EDUCATION, HEALTH SERVICES, AND THE STUDENT ACTIVITY PROGRAM. CRITERIA AND FORMS FOR A SUMMARY AND CONCLUSION OF THE EVALUATION ARE INCLUDED. (PS)

"Criteria for Evaluation of Vocational Technical Schools of Connecticut." (Title).

VOCATIONAL-TECHNICAL SCHOOLS

1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I. EVALUATION

A. Statement of Purpose

The purpose of an evaluation of the vocational-technical school in Connecticut is to improve the overall program.

Connecticut STATE DEPT. OF EDUCATION,
HARTFORD DIV. OF VOCATIONAL EDUCATION.
BUREAU OF VOCATIONAL-TECHNICAL SCHOOLS

B. Guiding Principles

1. The goals and philosophy of the Connecticut Vocational-Technical Schools.
2. Achievement levels as set-up by the Curriculum Committees.
3. Self-evaluation.
4. Recognition of strong and weak points.
5. Recommendations for improving the program.

C. Procedures

1. There will be two co-chairmen
   a. Consultant assigned by the bureau chief.
   b. The director or one of his staff.
2. Consultant should make arrangements with the school director to appear at a staff meeting at which time he (the consultant) explains the evaluation in detail and reviews past evaluations. Self-evaluation forms will be passed out at this staff meeting which should take place before the end of September.
3. All subject area consultants should be informed of the evaluation and should contact the department heads in their area making themselves available to help the instructors by offering consulting service.
4. Self-evaluation period should take place from September to January. The evaluation will be completed within one school year.

VT 001922

5. Within a week of the first staff meeting with the consultant, each school should have a staff meeting to set up committees and procedures for conducting this evaluation. A calendar of sectional and staff meetinga pertaining to the evaluation should be established at this time and this information forwarded to the consultant assigned assist in the overall school evaluation. The department head will serve as chairman of the self-evaluation committee for each department. All members of the department must participate.

6. The Review Committee should be recommended by the school evaluation co-chairman, subject to the approval and amendment by the bureau chief. The members of the Review Committee will be the Central Office Staff members of the Division of Vocational-Technical Education. Subject area specialists from the following may be added to the Review Committee: Central Office Staff, school directors, school assistant directors, and department heads. Professional educators outside of the Connecticut vocational system and members of advisory committees may be called upon to serve as evaluators.

7. Review Committee should visit school sometime after the second week in January and not later than the end of February.

8. Members of the Review Committee should arrange a conference with each instructor they observe.

9. Review Committee will meet with the school's administration at the end of the last day of the review and give oral reports.

10. A written summary of the review will be presented to the school director within one month after the review. Sufficient copies will be supplied and the director is to see that each instructor receives a copy of the review of his section.

11. Central Office consultants will review the evaluations with instructors in their areas upon request of the local school director.
12. A written plan of action will be developed by each department and the administration of the school outlining the steps to be taken as a result of the suggestions for improvement evolved from the review. This written plan must be submitted to the Bureau Chief no later than one month following the receipt of the written summary.
13. A continuing follow-up will be carried on by the school administratior and the Central Office consulting staff.

II. Philosophy of Vocational-Technical Schools

The underlying purpose of vocational education is to provide programs which prepare the individual for specific areas of occupational life, to upgrade and increase technical knowledge and skill of those already employed and to provide technical and related information in instructional programs to individuals serving apprenticeship in various occupations. Such programs are an integral part of the educational opportunities provided to the citizens of the state and are designed to meet the needs, aptitudes and interests of individuals who desire such programs. In all programs the purpose is to educate as well as to train.

III. Goals of Connecticut Vocational-Technical Schools

A. To Develop Marketable Degree of Skill in Trade and Technical Area.

Some areas for measuring this goal are:

1. Placement of graduates
2. Results of graduate surveys
3. Student working to skill, theory, and related Standards
4. A testing program to test the attainment of achievement levels
5. Facilities, equipment, and materials comparable to those of industry
6. Training for employers demands
7. Reactions of employers

B. To Develop Reasonable Degree of Social Competency.

Some areas for measuring the school's environment for developing this goal are:

1. Adequate student activities
2. Adequate home room programs
3. Personal behavior of staff and students
4. Assembly program

C. To Develop Good Citizenship.

Some areas for measuring the school's environment for developing goal are:

1. Adequate student government
2. Staff and students respect the rights and values of others
3. Students given opportunity to have responsibility
4. Assembly program

It should be reiterated that the evaluation program is designed to appraise the quality of the educational program of the school and to assist and encourage the further development of definite plans for the improvement of the school and its program. With all concerned working with this purpose in mind, the youth of Connecticut attending our Vocational-Technical schools should benefit from this evaluation and its review.

ADMINISTRATION

Checklists

The checklists consist of provisions, conditions, or characteristics found in good vocational-technical schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters;

E Provision or condition is made extensively.

S Provision or condition is made to a moderate extent.

L Provision or condition is very limited or missing but needed.

M - Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.

N Provision or condition is not desirable or does not apply.

Evaluations

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the review committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. - **Excellent**: the provisions or conditions are extensive and are functioning excellently.

4. - **Very good**:*

    a. the provisions or conditions are extensive and are functioning well, or

    b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - **Good**: the provisions or conditions are moderately extensive and are functioning well.

2. - **Fair**:*

    a. the provisions or conditions are moderately extensive but are functioning poorly, or

    b. the provisions or conditions are limited in extent but are functioning well.

1. - **Poor**: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - **Missing**: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - **Does not apply**: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

*If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".

ADMINISTRATION

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ADMINISTRATION

I. Philosophy

The administration and supervision of a modern regional vocational-technical school carries with it a multitude of responsibilities for the Director. He is charged with the satisfactory functioning of the school. His responsibilities include leadership in the educational program, in supervision and improvement of instruction, in community, industrial, and labor relations, and in management and maintenance of plant and equipment. He must be particularly sensitive to trends in education as well as in industry.

Administration is the process of integrating the efforts of personnel and of utilizing appropriate methods and materials in such a way as to promote effectively the development of desirable human qualities. It is concerned not only with the development of youth and relations with the world about it, but also with the growth of adults, and particularly with the growth of school personnel.

Supervision is a planned program for the improvement of instruction through constant evaluation. It contributes to the total educational program in such a way that quality will be improved because of it. Supervision aims at the growth of not only pupil and teacher but also of the administrative staff itself.

II. Objectives

The objectives of a sound administrative and supervisory program are to organize and plan for the satisfactory functioning of the total school program which includes the following:

1. To organize and operate an educational program to meet the needs and interests of the pupils.
2. To organize and plan for a cooperative program of supervision and improvement of instruction.
3. To provide for in-service growth and professional improvement.
4. To organize and plan adequate services to supplement and enrich the educational program.
5. To secure desirable relations with the community, industry and labor.
6. To organize and administer effective recording and accounting procedures.
7. To organize and plan for student placement and follow-up studies.
8. To organize and plan a program of management and maintenance of the school plant, facilities and equipment.

III. Comments

The school administrator should enter in the proper spaces any notes or qualifications which will help to explain its responses or make more complete the description of its practices in the given area. If space allowed is insufficient, write in the margins or attach a sheet of paper.

IV. Administration and School Staff

A. Educational Leadership

The administration has the major responsibility for educational leadership.

Checklist:

The Administration

( ) 1. Helps new instructors with a well organized orientation program.

( ) 2. Aids instructors in obtaining and using a variety of effective teaching materials and methods.

( ) 3. Encourages staff to initiate improvements in instructional program.

( ) 4. Aids in the development and procurement of a professional library.

( ) 5. Seeks a cooperative effort of the entire staff in policy making.

( ) 6. Maintains effective communications with staff.

( ) 7. Encourages professional growth of the instructional staff.

( ) 8. Encourages visitation between shop and related instructors.

( ) 9. Assists with the preparation of the agenda for staff meetings.

Evaluation:

( ) a. How effective is the professional leadership of the director and his assistants?

( ) b. To what extent do the staff members participate in administration?

Comments:

IV. Administration and School Staff

B. Instructional Staff

The administration's plans for a continuing program of instructional improvements must include procedures for the supervision and professional growth of the staff.

Checklist

The administration:

( ) 1. Makes certain that all staff members understand their duties and responsibilities.

( ) 2. Provides opportunities for instructors to try new practices and techniques.

( ) 3. Uses classroom visits and interviews to help instructors to increase their effectiveness.

( ) 4. Provides opportunities for staff members to observe instructional programs in other schools.

( ) 5. Encourages the staff to be active in professional organizations.

( ) 6. Encourages individual staff members to evaluate and consider how their personal traits and mannerisms affect their teaching.

Evaluation

( ) 1. How adequate is the supervision of the staff?

( ) 2. How adequate are the methods used to promote staff growth?

( ) 3. To what depth do the instructors understand their duties and responsibilities?

Comments:

IV. Administration and School Staff

C. Non-Instructional Staff and Services

The non-instructional staff perform services vital to the support and efficient operation of the educational program. The school nurse, cafeteria, clerical and custodial staffs constitute this group.

Checklist:

The Administration

( ) 1. Formulates regulations regarding the use of the school plant and other school property.

( ) 2. Has an organized plan designed to develop and maintain close relationship with teaching and non-instructional staff.

( ) 3. Formulates an office staff schedule to take care of administrative details as well as the reproduction of instructional materials for the staff.

( ) 4. Encourages the non-instructional staff to be courteous and efficient.

( ) 5. Makes provision for a satisfactory lunch program for students and school personnel.

( ) 6. Provides adequate personnel for the operation of the lunch program.

( ) 7. Directs the health and medical staff to make periodic inspection of the food handling facilities.

( ) 8. Assists the custodial staff in scheduling maintenance and custodial work.

( ) 9. Provides for a trained nurse to be on duty while school is in session.

( ) 10. Promote in-service training and occupational growth of all non-instructional staff.

Evaluation:

( ) a. How adequate is the supervision performed by the clerical staff?

( ) b. How adequate is the supervision performed by the cafeteria staff?

( ) c. How adequate is the supervision performed by the custodial staff?

( ) d. How adequate is the supervision performed by the health and medical staff?

Comments:

V. Organization and Maintenance of the Educational Program

The organization of an educational program should be concerned with the development of an effective teaching-learning environment.

Checklist:

The Administration:

( ) 1. Maintains a program of instruction as outlined in Bulletin No. 30.

( ) 2. Adjusts teaching loads of supervisors to provide for supervisory activities.

( ) 3. Schedules an average of one preparation period daily for all General Education and Related staff members.

( ) 4. Maintains an up-to-date record of all students.

( ) 5. Prepares individual student and staff schedules before the opening of school.

( ) 6. Considers room capacities and the type of instruction when scheduling class loads.

( ) 7. Has developed school services (health, library and audio-visual) that are up to standards indicated in respective service bulletins.

( ) 8. Maintains a reasonable distribution of co-curricular staff assignments.

( ) 9. Uses an approved formula in determining the adequacy and variety of textbooks.

( ) 10. Has an effective policy on homework.

( ) 11. Assists the shop department head in developing a reasonable balance for shop theory and production work.

( ) 12. Encourages student activity programs to meet their needs and interests.

( ) 13. Encourages the "We Study Our Program of Education" Committee to identify and recommend solutions to school problems and needs.

( ) 14. Has an up-to-date library of policy and procedure bulletins accessible to the staff.

( ) 15. Has an organized transportation program for curricular and co-curricular activities.

( ) 16. Provides adequate curriculum materials and instructional supplies.

( ) 17. Provides guidance services commensurate to the school's needs.

Evaluation:

( ) 1. How adequate is the school's educational program?

( ) 2. How adequate is the ancillary services?

( ) 3. How adequate and efficient is the maintenance of student records?

( ) 4. How effective is the scheduling program?

( ) 5. How adequate are the curriculum materials and instructional supplies?

( ) 6. How adequate are the guidance services?

Comments:

VI. SCHOOL PLACEMENT AND FOLLOW-UP STUDIES

The school should assist students and graduates to gain employment.

Checklist:

The administration:

( ) 1. Involves the staff in follow-up studies of graduates and drop-outs.

( ) 2. Maintains close relationship with the local state employment office.

( ) 3. Has latest employment surveys.

( ) 4. Encourages the alumni association to participate in graduate placements and follow-up studies.

( ) 5. Encourages the staff to be aware of manpower needs in the trade areas.

Evaluation:

( ) 1. How adequate are the school's placement methods?

( ) 2. To what extent is the follow-up survey used to improve the instructional program?

Comments:

VII Supervision of Instruction

Supervision is a planned program for the improvement of instruction.

Checklist:

The Administration:

( ) 1. Is familiar with policies and procedures as outlined in State Department of Education bulletins.

( ) 2. Directs Staff Members to develop lesson plans.

( ) 3. Makes provisions for the instructional staff to be cognizant of current instructional materials.

( ) 4. Has all course outlines on file in the office.

( ) 5. Encourages the instructional staff to carry on a continuing program of self evaluation and a resultant program of improvement.

( ) 6. Uses the facilities and personnel of the Central Office to assist in the improvement of instruction.

( ) 7. Makes decisions in accordance with recommendations of the Central Office.

( ) 8. Maintains contact with and evaluates the educational needs of the pupil.

( ) 9. Encourages staff members to have an active role in the study and improvement of the instructional program.

( ) 10. Secures the cooperation of the staff in carrying out recommendations and policies.

( ) 11. Acts as a general coordinator for all activities relative to the improvement of the instructional program.

( ) 12. Schedules visits to shops, classrooms and outside jobs.

Evaluation:

( ) a. How adequate is the program of supervision?

( ) b. To what degree do members of the instructional staff participate in the supervision of instructors?

( ) c. Are State Department of Education policies and procedures followed?

Comments:

VIII. Public Relations Activities - Community - Industrial and Labor Relations

Administration should initiate public relations program and encourages his staff to foster school - community relations.

Checklist:

The Administration:

( ) 1. Makes use of a variety of news media.

( ) 2. Is active in professional organizations, both vocational and academic.

( ) 3. Promotes a program of visitations between the staff and industrial personnel.

( ) 4. Realizes the importance of the student and his parents in the public relations program.

( ) 5. Is aware of the needs and trends of the industrial community.

( ) 6. Involves the staff in disseminating information about the school.

( ) 7. Has an organized program designed to develop and maintain close relationship with industry.

( ) 8. Requests all craft advisory committees to meet regularly.

( ) 9. Encourages staff members to arrange "plant tours" with students.

( ) 10. Has an active general advisory committee.

( ) 11. Has an organized program designed to develop and maintain close relationship with labor organizations.

( ) 12. Has an organized program designed to develop and maintain close relationship with area boards of education, superintendents and administrators.

( ) 13. Has an organized program designed to develop and maintain close relationship with the local state employment offices.

VIII. Public Relations Activities - Community - Industrial and Labor Relations - (Continued)

Evaluation:

( ) 1. How effective is the public relations program?

( ) 2. To what extent is the staff involved in the public relations program?

( ) 3. Are the contacts with other schools, business, industry, and labor adequate?

( ) 4. Does the school utilize adequate communications?

Comments:

IX. ORGANIZATION AND MANAGEMENT

Statement:

Sound administrative procedures must be followed to promote an efficient school operation.

Checklist:

The Administration:

( ) 1. Follows procedures outlined in Bulletin 11.

( ) 2. Follows procedures outlined in Bulletin 13.

( ) 3. Reviews departmental record-keeping procedures.

( ) 4. Processes all forms as Production Orders, Sales Slips, Purchase Orders, etc., efficiently.

( ) 5. Counsels the staff in proper accounting procedures.

( ) 6. Has organized an effective filing system.

( ) 7. Involves the staff in the preparation of budgetary requests.

( ) 8. Supports all budgetary requests with a statement of needs.

( ) 9. Maintains an accounting system containing all pertinent data.

( ) 10. Maintains up-to-date records of all school personnel.

( ) 11. Has departmental inventories on file in the office.

( ) 12. Has current catalogues and contracts on file.

( ) 13. Provides for the safekeeping of records.

( ) 14. Has a program of recognizing needs and establishing priorities.

Evaluation

( ) 1. How effective is the business management of the school?

( ) 2. How efficient is the filing system and record keeping?

( ) 3. How accurate are the inventory records?

( ) 4. How efficient are the accounting procedures?

( ) 5. How extensively do members of the school staff participate in planning budgetary requests?

( ) 6. How adequate are the methods of determining needs and granting priorities?

X OPERATION AND MAINTENANCE OF THE SCHOOL PLANT

Statement:

The operation and maintenance of the school plant entails programs of inspections, maintenance and safety practices.

Checklist

The administration:

( ) 1. Schedules fire drills for all school personnel.

( ) 2. Requires fire regulations to be observed at all times.

( ) 3. Requires the inspection of fire fighting equipment.

( ) 4. Has an organized inspection program of the plant and grounds involving staff members.

( ) 5. Has an organized program for the maintenance of the exterior of the building and the grounds.

( ) 6. Has an organized program for the maintenance of the interior of the building.

( ) 7. Has an organized health inspection program of the building, facilities and the grounds.

( ) 8. Ha organized and operating a program of student traffic control within the building to avoid congestion and insure safety.

( ) 9. Has established regulations and facilities to provide for orderly parking and traffic of all vehicles.

( ) 10. Provides ample funds to carry on an effective maintenance and repair program.

( ) 11. Organizes and plans a school safety program for the entire school population.

Evaluation

( ) 1. How adequate is the program of fire prevention?

( ) 2. How adequate is the maintenance program?

( ) 3. How adequate are the inspection procedures?

( ) 4. How acceptable is the appearance of the plant and grounds?

( ) 5. How effective are the traffic control measures?

( ) 6. How effective is the safety program?

INSTRUCTIONAL STAFF

WEEK II

Roster of Related and General Education Instructors and their Curricular and Co-Curricular duties

Staff Member	Title	Subject Area(s)	Number of Periods - Weekly				Co-Curricular Assignments
			Teach	Study	Prep	Super	

WEEK I

INSTRUCTIONAL STAFF

Roster of Related and General Education Instructors and their Curricula and Co-Curricular duties

Staff Member	Title	Subject Area(s)	Numbers of Periods - Weekly				Co-Curricular Assignment(s)
			Teach	Study	Prep.	Super.	

STATISTICAL INFORMATION

School
School Enrollment ______
Number of Girls ______
Number of Boys ______

School Year 19___ to 19___
Number of Instructors ______
Number of Instructors ______
Number of Instructors ______

Date ______________
Related ______________
General Ed. ______________
Trade Area ______________

Average Pupil-Instructor Ratio ______________

Total ______________

TRADE AREA LOADS

Trade Area	No. of Inst.	9th Grade	10th Grade	11th Grade	12th Grade	13th Grade	P.G.'s	Spec.	Total	Ratio	

INSTRUCTIONAL STAFF

Roster of Trade Area Instructors and their Curricular and Co-Curricular duties

Staff Member	Title	Trade Area	No. of Inst.	Theory Program			Prod. Work		Co-Curricular Assignment(s)
				Daily	Weekly	Other	Yes	No	

PROFESSIONAL STAFF

Checklists

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The use of the checklists requires five letters;

E Provision or condition is made extensively.

S Provision or condition is made to a moderate extent.

L Provision or condition is very limited or missing but needed.

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5. - **Excellent**: the provisions or conditions are extensive and are functioning excellently.

4. - **Very good**:*

- a. the provisions or conditions are extensive and are functioning well, or
- b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - **Good**: the provisions or conditions are moderately extensive and are functioning well.

2. - **Fair**:*

- a. the provisions or conditions are moderately extensive but are functioning poorly, or
- b. the provisions or conditions are limited in extent but are functioning well.

1. - **Poor**: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - **Missing**: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - **Does not apply**: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

*If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".

PROFESSIONAL STAFF

This form is to be filled out by each teacher, librarian, guidance counselor, department head and any other staff member who are responsible for the instructional aspects of the educational program. Its purpose is to provide information about assignment, preparation, and experience of each member of the instructional staff.

Each member of the instructional staff will conduct a self-evaluation utilizing the forms herein contained. It is hoped that every one using this instrument will be more aware of his assets and liabilities as a result of his self-evaluation.

Objectives of the Staff

A competent staff is one of the indispensable elements of a good school. Such a staff is not a group of individually competent persons. It is a cooperating group having common purposes and motivated by common ideals. The attributes listed below are considered keys to attainment of the competent staff:

Staff should:

A. Be aware of the philosophies of education under which they are expected to instruct students.

B. Have a diversity of experience and methods of instruction.

C. Cooperate collectively for the effective operation of the school.

D. Should demonstrate evidence of understanding common educational problems.

E. Show evidence of constant professional growth.

F. Be competently trained to undertake the tasks to which assigned.

G. Possess those personal traits requisite to teaching.

H. Possess reasonable social development.

I. Be adequately prepared to converse with the students at a level which they understand.

J. Show evidence of all those attributes which they seek to instill in their pupils.

WEEKLY SCHEDULE

Indicate, in the space below, classes and activities regularly assigned or carried out in each period (include such activities as homeroom, lunch, study hall, supervision, library, clubs, and conferences.)

WEEK #1

Time of Period	Room #	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

WEEK #2

I. PERSONAL ELEMENTS

A. Appearance

( ) 1. I always appear well groomed before my classes — clean shaven, hair combed, clothes neat, clean and pressed.

( ) 2. I wear protective clothing in the shop.

( ) 3. I have my shop coat or shop apron or lab coat laundered regularly.

( ) 4. I stand erect and appear alert when talking to my classes.

Evaluation:

( ) 1. My appearance is conductive to good learning.

( ) 2. My appearance is a standard which I would want my students to emulate.

( ) 3. My appearance commands the respect of the students.

COMMENTS:

B. Personal Manner

( ) 1. I maintain a well-poised manner in the face of petty annoyanees.

( ) 2. I feel and show a sincere interest in my students.

( ) 3. I inject occasional humor into my teaching.

( ) 4. I display confidence when presenting and handling new materials.

( ) 5. I feel and act enthusiastic about my work.

( ) 6. I am as courteous to students, co-workers, and to my superiors as I expect them to be to me.

( ) 7. I am free from mannerisms which may be annoying or irritating to students and co-workers.

Evaluation:

( ) 1. Are my personal manners conducive to learning?

( ) 2. Do I present myself as one interested in students and subject matter?

COMMENTS:

C. Voice

( ) 1. I project my voice enough that it may be heard clearly and easily by the whole class.

( ) 2. I speak firmly without raising my voice unpleasantly.

( ) 3. I speak unnecessarily loud when talking to my classes.

( ) 4. My voice is well modulated and of good quality.

( ) 5. I sometimes speak in a voice that is tense or "Teacherish".

Evaluation:

( ) 1. Is my voice conducive to learning?

COMMENTS:

D. Initiative and Industry

( ) 1. I work as industriously as I expect my students to work.

( ) 2. I am alert to enriching my teaching with new materials and projects.

( ) 3. I suggest ideas concerning organization and teaching methods to my immediate superior.

( ) 4. I initiate and sponsor extracurricular activities.

( ) 5. I assume my full share of school chores and responsibilities.

Evaluation:

( ) 1. Do I personally demonstrate initiative and industry?

COMMENTS:

E. RELIABILITY

( ) 1. In presenting information to my students, I make sure that it is absolutely correct.

( ) 2. I meet responsibilities, both those connected with my teaching area and those given me as a member of the school staff.

( ) 3. I practice regular and punctual attendance.

( ) 4. I make advance preparation for each teaching task.

( ) 5. I conduct my school activities in such a way that co-workers can depend upon me.

( ) 6. I follow orders without repeated instructions.

( ) 7. I am able to take care of my own student discipline.

( ) 8. I adapt to new and unusual teaching situations easily and quickly.

( ) 9. I adapt with reasonable ease to the various personalities among my students and colleagues.

( ) 10. I have an open mind to new methods and techniques.

( ) 11. I am able to solve my own teaching problems.

Evaluation:

( ) 1. Can I be relied upon to adapt quickly and efficiently to changing class and administrative conditions?

( ) 2. Do my superiors view me as reliable?

( ) 3. Do my students view me as reliable?

COMMENTS:

F. Cooperation

( ) 1. I support the accepted policies of the school with out derogatory comment.

( ) 2. I enjoy working with other teachers on committees concerned with shop or general school problems.

( ) 3. I go out of my way to assist others.

( ) 4. I am able to work on group projects without undue concern as to who gets the credit.

( ) 5. I participate in community activities.

Evaluation:

( ) 1. Is my willingness to cooperate generally recognized?

( ) 2. Am I active in school activities?

COMMENTS

G. Quality of English

( ) 1. I can write reports or shop instruction sheets without undue concern for their grammatical correctness.

( ) 2. I feel that my oral English is free from grammatical errors.

( ) 3. I phrase my lessons in terms which are understandable to the age level in my class.

( ) 4. I give directions that are readily understood.

( ) 5. I have an adequate general vocabulary.

( ) 6. I feel that my regular conversation is free from errors of mispronunciation.

( ) 7. In my teaching I use technical terms of my special field readily and correctly.

Evaluation:

( ) 1. Do I effectively use the English language in both written and spoken form?

COMMENTS:

II. PROFESSIONAL ELEMENTS

A. Subject Matter

( ) 1. I have sufficient mastery of the manipulative skills connected with my teaching.

( ) 2. I possess adequate information relating to the area which I am assigned to teach.

( ) 3. I systematically add to my knowledge of industry through reading, work experience, industrial tours, and similar experiences.

Evaluation:

( ) 1. Am I sufficiently skilled to do an effective job of teaching

( ) 2. Am I sufficiently informed to do an effective job of teaching?

COMMENTS:

B. Techniques of Instruction

( ) 1. I have a well planned but flexible plan of study.

( ) 2. I have my instructional units logically arranged for teaching.

( ) 3. I make adequate use of teaching devices when demonstrating or lecturing to my classes.

( ) 4. I give adequate place for thinking in the learning process.

( ) 5. I encourage all students to adequately plan all assignments before actually doing them.

( ) 6. I always make efforts to ask thought-provoking questions during class discussions.

( ) 7. I make use of student experiences in class discussion.

( ) 8. I conduct planned reviews of the previous lessons.

( ) 9. I use class progress charts to maintain student interest.

( ) 10. I make adequate reference materials available to the students.

( ) 11. I make provision for remedial instruction.

( ) 12. I emulate students interest by use of displays and exhibits.

( ) 13. I make use of bulletin boards for stimulating interest.

( ) 14. I plan and supervise field trips and group tours.

( ) 15. I practice adequately befere demonstrating new techniques and skills.

Evaluation:

( ) 1. Are many varied techniques used in instruction?

( ) 2. Are techniques of instruction mastered before using them in class?

( ) 3. Do the various techniques of instruction meet the needs of and interest levels of the students?

COMMENTS:

C. Management of the Shop or Classroom

( ) 1. I encourage student participation in class organization and management.

( ) 2. I arrange for proper lighting at all work stations.

( ) 3. I have arranged materials and equipment so as to take advantage of all light.

( ) 4. I give adequate attentien to ventilation.

( ) 5. I try to eliminate all fire hazards.

( ) 6. I plan and maintain an adequate safety program.

( ) 7. I have a definite system for the reporting of accidents.

( ) 8. I have an effective and efficient tool checking system.

( ) 9. I prepare for requisition time by ordering equipment and supplies as the need arises.

( ) 10. I have a systematic plan for the restoration and repair of tools and equipment.

( ) 11. I have an efficient system for distributing materials to students.

( ) 12. I provide for orderly storage of materials.

( ) 13. I keep a consistent and accurate record of student attendance and grades

( ) 14. I prepare directions for substitute teachers.

( ) 15. I take pride in maintaining a clean and orderly room.

Evaluation:

( ) 1. Is management of the shop or classroom such that continuity of instruction is not interrupted by management duties of the teacher?

( ) 2. Is an effective management plan in evidence?

( ) 3. Are students taught the essentials of class management by being instructed in a manner which is commensurate with the standards of industry?

COMMENTS:

D. Work Habits

( ) 1. I impress the students with the value of neatness, speed and accuracy.

( ) 2. I fulfill all my legal requirements as regards safety in the shop or classroom.

( ) 3. I see that all projects that are started are followed to completion.

( ) 4. I show students time saving procedures.

( ) 5. I make it possible for all students to keep profitably at work at all times.

( ) 6. I encourage and demand that students wear appropriate safety clothes and protection all the time.

( ) 7. I encourage careful student estimating and planning prior to starting all projects.

( ) 8. I encourage student reading of related materials.

( ) 9. I consistently call attention to the proper use of tools and quickly stop students from doing an operation in an incorrect manner.

Evaluation:

( ) 1. Are the work habits taught in the shop appropriate to industrial standards?

COMMENTS:

E. Teacher-Student Relationships

( ) 1. I am impartial in all dealings with my students.

( ) 2. I take part in extra curricular activities with my students.

( ) 3. I create an atmosphere in which students feel free to talk over their problems with me.

( ) 4. I set standards by my own actions, of standards which should follow in personal traits, attitudes and habits.

( ) 5. I feel that students in my classes like and respect me.

( ) 6. Students in my classes have a feeling of status and belonging.

( ) 7. I guide students in their plans rather than dominate them.

( ) 8. In matters of discipline I strive to develop individual self control rather than imposed control.

( ) 9. I commend or praise students much more frequently than I rebuke or scold them.

( ) 10. My relationships with the students is one of sincerity and rapport.

( ) 11. I go out of my way to be of assistance to students who are unattractive or troublesome.

( ) 12. I note and make adjustments for the handicaps of my students.

( ) 13. I welcome constructive criticism and consider it critically.

( ) 14. I make an effort to get advise and suggestions from my supervisors.

( ) 15. I keep informed on and make contributions to civic and general community affairs.

( ) 16. I subscribe to and read magazines in my professional field.

( ) 17. I engage in summer experiences designed to enrich my teaching.

( ) 18. I visit other shops and classrooms in an effort to find ways of improving my teaching.

( ) 19. I frequently check my teaching results against industrial objectives and general education aims.

Evaluation:

( ) 1. Are my student teacher relationships conductive to rapid and effective learning?

( ) 2. Have I a set of adequate professional aims as seen by my results with students?

( ) 3. Am I continually striving to improve myself professionally?

Comments:

DEPARTMENT HEAD SELF EVALUATION

THIS EVALUATION IS TO REMAIN EXACTLY AS IT HAS IN THE PAST. THIS IS ACCORDING TO THE REQUEST OF MR. WALTER BIALORBRESKI, Instructor.

CRITERIA FOR THE EVALUATION OF THE VOCATIONAL-TECHNICAL SCHOOL GUIDANCE PROGRAM

Checklists

The checklists consist of provisions, conditions, or characteristics found in good vocational-technical schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters;

E Provision or condition is made extensively.

S Provision or condition is made to a moderate extent.

L Provision or condition is very limited or missing but needed.

M - Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.

N Provision or condition is not desirable or does not apply.

Evaluations

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the review committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. - **Excellent**: the provisions or conditions are extensive and are functioning excellently.

4. - **Very good**:*

   a. the provisions or conditions are extensive and are functioning well, or

   b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - **Good**: the provisions or conditions are moderately extensive and are functioning well.

2. - **Fair**:*

   a. the provisions or conditions are moderately extensive but are functioning poorly, or

   b. the provisions or conditions are limited in extent but are functioning well.

1. - **Poor**: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - **Missing**: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - **Does not apply**: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

*If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".

Guiding Principles

The Connecticut State Board of Education is committed by general policy to the establishment and maintenance of a program of guidance services in each of its Vocational-Technical Schools. Beyond this, it is obligated to the development and maintenance of a superior program of pupil personnel and guidance services in each of its schools because of the position of educational leadership which it maintains in the state. Unless it can point with pride to outstanding practices in the schools under its operational control, it is more difficult to encourage continuous improvement of pupil personnel and guidance services rendered by local communities. The purpose of the standards adopted by our Committee is to bring this program in the Vocational-Technical Schools one step nearer to the time when it can be truly said that they represent the best in acceptable pupil personnel practices.

Organization

checklist

( ) 1. Guidance services are organized to help the student make adequate choices and plans.
( ) 2. The administrative staff supports the guidance services.
( ) 3. Instructors, administrators and guidance personnel utilize the team approach to guidance services.
( ) 4. Guidance services are organized to assist students to become increasingly more self-directive.
( ) 5. Guidance services assist students toward desired goals through the provision of counseling, testing, occupational information, research and placement.
( ) 6. Guidance services are organized to provide information and counsel to interested persons and prospective students.
( ) 7. Adequate information (printed & verbal) is supplied to sending school personnel.
( ) 8. Counseling is an essential part of the guidance program.
( ) 9. Guidance services assist in the orientation of new students.
( ) 10. Guidance services are available to students of all grade levels.
( ) 11. Guidance services are available to graduates and terminated students.
( ) 12. The coordinator is free from administrative and supervisory duties and other non-guidance activites.
( ) 13. Group guidance activities are organized.

Evaluations

( ) a. How extensive are the provisions for guidance services?
( ) b. How adequate is the concept of guidance services held by staff members?
( ) c. To what extent is the coordinator involved with non-guidance activities?

Comments

Guidance Staff

A. Personnel

Checklist

( ) 1. A full-time certified guidance coordinator is responsible for student personnel services.
( ) 2. There is, in addition, an equivalent of one half-time certified counselor for each 250 pupils over the initial 250 students.
( ) 3. Other pupil personnel services, such as a psychologist or social worker, are made available.
( ) 4. Sufficient clerical assistance is available.

Evaluation

( ) a. How adequate is the membership of the pupil personnel service?

Comments

B. Preparation & Qualifications

Checklist

Coordinator(s) responsible for guidance services has:

( ) 1. Personal qualifications which aid in the development of desirable working relationships in school and community.
( ) 2. Desirable professional attitudes with respect to guidance services and confidential information.
( ) 3. Membership in professinnal and educational organizations.
( ) 4. Preparation in principles of guidance.
( ) 5. At least three years of successful teaching experience.
( ) 6. At least one year of occupational experience other than teaching.
( ) 7. Knowledge of tests, their uses, limitations, and interpretations of results.
( ) 8. Preparation in counseling techniques.
( ) 9. Preparation in guidance techniques.
( ) 10. Knowledge of occupational requirements and opportunities particularly in the area served.
( ) 11. Knowledge of postsecondary educational opportunities and requirements.
( ) 12. Preparation meeting the appropriate certification requirements.
( ) 13. The ability to recognize mental health problems.
( ) 14. An interest in assisting students with personal problems.

Evaluations

( ) a. How satisfactory are the personal qualifications of the guidance person(s).
( ) b. How adequate is the preparation of the guidance person(s).
( ) c. How adequate is the experience of the guidance person(s).

Comments

Guidance Services

A. Selection & Admissions

Checklist

The selection & admission services:

( ) 1. Maintain rapport with sending school personnel.
( ) 2. Supply adequate literature to sending schools and other interested persons.
( ) 3. Inform prospective students, and other interested persons, of vocational-technical school opportunities.
( ) 4. Base the selection of candidates on all information supplied on the application form and admission test results.
( ) 5. Require each accepted student to have a complete physical examination.
( ) 6. Evaluate transcripts from previous schools attended for possible transfer credit.
( ) 7. Adhere to the minimum standards of admission.
( ) 8. Extend acceptance of students to October 1st when satisfactory arrangements for transfer can be made.

Evaluation

( ) a. How extensive are the selection and admission practices?

Comments

B. Orientation

Checklist

The orientation services:

( ) 1. Plan and execute an orientation program for new students.
( ) 2. Maintain a continuous orientation process throughout the school year by use of bulletin boards, the school newspaper, the student handbook, bulletins and group meetings.
( ) 3. Acquaint all professional staff members, particularly new staff members, with the guidance program.
( ) 4. Has available current orientation literature for distribution
( ) 5. Cooperates with the administration in fostering visitations of student groups, area counselors and other interested persons.

Evaluations

( ) a. How adequate are the provisions for orientation?
( ) b. How informative are the orientation practices?

Comments

C. Counseling

Checklist

The coordinator:

( ) 1. Schedules sufficient time for student counseling.
( ) 2. Prepares for each interview by studying all data pertinent to the counseling problem.
( ) 3. Conducts all interviews in private.
( ) 4. Is professional in handling confidential information.
( ) 5. Encourages freedom of expressinn during the counseling interview.
( ) 6. Avoids dominating the counseling session.
( ) 7. Aims at assisting students in becoming increasingly self-reliant.
( ) 8. Counsels discipline cases only when adjustment problems are involved.
( ) 9. Cooperates with the staff in the promotion of counseling activities.
( ) 10. Makes provision for follow-up interviews when warranted.
( ) 11. Attempts to counsel early school leavers.
( ) 12. Refers individuals when additional assistance is indicated.

Evaluations

( ) a. How adequate is the preparation for a client interview?
( ) b. How effectively are counseling techniques used?
( ) c. How adequate is the cooperation of professional staff members?

Comments

D. Cumulative Records, Testing & Evaluation

Checklist

The coordinator performs the following duties with regard to the cumulative records, testing & evaluation:

( ) 1. Maintains current significant information about each student on a CR card.
( ) 2. Insures the accuracy, validity and appropriateness of all information.
( ) 3. Notes referrals and interviews on the CR card.
( ) 4. Insures that informatinn contained in the student record is considered confidential.
( ) 5. Makes available pertinent data which will assist in understanding a students' problem.
( ) 6. Maintains individual folders in addition to the cumulative record.
( ) 7. Has available sufficient funds to operate the testing program.
( ) 8. Has available special purpose tests for counseling individual cases.
( ) 9. Has suitable physical facilities necessary for the testiug program.
( ) 10. Bases test selection on careful review of the most recent related research in the area.

Supplementary data

1. Describe the testing program.

Evaluations

( ) a. How extensive is the information contained in the cumulative record?
( ) b. How available is cumulative record information to staff members?
( ) c. How efficient are test selection procedures?
( ) d. How adequate is the testing program?

Comments

E. Occupational Information & Placement

Checklist

The occupational & placement services:

( ) 1. Provide career information to assist students make valid vocational and educational choices.
( ) 2. Have available facilities for displaying occupational literature.
( ) 3. Accumulate information relative to Connecticut industry in general and occupations for which the school trains in particular.
( ) 4. Have sufficient funds available for the purchase of occupational information.
( ) 5. Assist students who withdraw from school to obtain additional education or training.
( ) 6. Collaborate with the department heads in the placement of graduates in full-time employment.
( ) 7. Assist students in obtaining part-time employment.
( ) 8. Cooperate with the C.S.E.S. in registering students for possible placement.
( ) 9. Cooperate with local industry in the placement of students.
( ) 10. Recommend changes in placement of students for better adjustment within the school.
( ) 11. Conduct orientation meetings concerning opportunities with the Armed Forces, industry, and future educational possibilities.
( ) 12. Provide scholarship information for interested students.

Evaluations

( ) a. How adequate is the occupational information service?
( ) b. How informative are the occupational placement activiiies?
( ) c. How effective is the placement service?
( ) d. How adequate are the facilities for display?
( ) e. To what extent are funds available?

Comments

F. Follow-up & Research

Checklist

The follow-up and research services:

( ) 1. Collect information as requested from Central Office or the coordinators' group.
( ) 2. Secure information from students regarding reasons for withdrawal.
( ) 3. Conduct an annual survey of all graduates and drop-outs.
( ) 4. Compile information for administrative use.
( ) 5. Conduct original research.

Evaluations

( ) a. How adequate are the provisions for follow-up and research?
( ) b. How effective are these services with regard to program improvement?

Comments

G. Exploratory Program

Checklist

The exploratory program services:

( ) 1. Has a method of evaluating the individual's experience in the exploratory program
( ) 2. Make a serious attempt to acquaint the student with the intrinsic value of an exploratory program.
( ) 3. Inform parents of the purposes and outcomes of the exploratory program.
( ) 4. Are responsible for trade placement at the end of the exploratory program.

Evaluation

( ) a. How extensive are the practices of the exploratory program?

Comments

H. Physical Facilities & Equipment

1. Comment on the physical facilities & equipment needs of the guidance department.

STATISTICAL DATA	Automobile	Carpentry	Electrical	Machine	Exploratory												TOTAL
Enrollment Grade 10																	
Enrollment Grade 11																	
Enrollment Grade 12																	
Enrollment Grade 13																	
Enrollment Sp. 1																	
Enrollment Sp. 2																	
Total Enrollment																	
No. of Trade Instructors																	
No. of last years graduates placed in trade																	
No. of last years graduates placed in related trade area																	
No. of D.O. from Sept. to Present																	
No. of T.O. from Sept. to Present																	
Stability Percentage																	

TRADE PROGRAM

Checklists

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Evaluations

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   a. the provisions or conditions are extensive and are functioning well, or

   b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - Good: the provisions or conditions are moderately extensive and are functioning well.

2. - Fair:*

   a. the provisions or conditions are moderately extensive but are functioning poorly, or

   b. the provisions or conditions are limited in extent but are functioning well.

1. - Poor: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

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*If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".

TRADE PROGRAM

DEPARTMENT ______________________________

I. OBJECTIVES OF THE TRADE PROGRAM

The philosophy of Vocational-Technical Education is amply defined in Bulletin 30. It is however a broad one, and applies to Vocational-Technical Education as a whole. In order for the shops to function within the framework of the stated philosophy, they must function within certain minimum guidelines whose objectives are defined as follows:

1. **The program should develop in the students those skills, understandings to ensure a satisfactory degree of proficiency and potential in their chosen field.**
2. **The program should develop in the students the ability to work independently as well as with others.**
3. **The program should develop in the students the ability to think rationally and to solve problems in their trade area.**
4. **The program should develop in the students the qualities of leadership within their abilities.**
5. **The program should be designed so that it can, with assistance of craft and advisory committees, be flexible enough to assimilate new trends and changes in any given trade area.**

DEPARTMENT ______________________________

II. FACILITIES AND EQUIPMENT

CHECKLIST

( ) 1. The facilities for the storage of tools and other shop maintenance equipment are available and in use.

( ) 2. Facilities for storage of textbooks, reference books and visual aids are available and in use.

( ) 3. Files for storing departmental student records are available and in order.

( ) 4. Storage for students' personal belongings is available.

( ) 5. The shop area meets industrial safety standards.

( ) 6. The entire department is kept clean.

( ) 7. First aid kits are available and are well stocked.

( ) 8. The shop is well lighted and ventilated.

( ) 9. A student schedule for shop maintenance is in evidence.

( ) 10. Adequate storage provisions are made to handle production job prints, inventories, purchase orders, etc.

EVALUATIONS

( ) a. Are storage facilities being utilized to their fullest?

( ) b. Are there any health hazards evident in the washrooms, lockers and the shop?

( ) c. Is the equipment in the shop in good working condition?

( ) d. Is there a maintenance schedule in force and how do students participate in it?

COMMENTS

DEPARTMENT ____________________________

III. INSTRUCTIONAL EQUIPMENT AND SUPPLIES

CHECKLIST

( ) 1. All major and minor equipment is in good condition and is functioning.

( ) 2. The equipment and tools in the shop are representative of that currently in use in industry.

( ) 3. Tool storage is so organized as to allow for free flow and for use by the students.

( ) 4. Safety guards of various sorts are in evidence where needed.

( ) 5. The shop adheres to laws concerned with safety glasses.

( ) 6. There are sufficient work stations for class size.

( ) 7. Efforts are being made to purchase equipment, texts, etc. recommended by the curriculum committee.

EVALUATION

( ) a. In what condition are the shop equipment and tools?

( ) b. How well is the tool crib organized?

( ) c. How clean is the equipment?

COMMENTS

DEPARTMENT ______________________

IV. INSTRUCTION

CHECKLIST

( ) 1. The instructional program contributes to the objectives of the philosophy of Vocational Education in Connecticut.

( ) 2. The instructional program meets the states objectives for shop courses.

( ) 3. Course Outlines are available and are adhered to.

( ) 4. As nearly as possible the shop program integrates the subject matter taught in the related and general education departments.

( ) 5. There is evidence of careful preparation for instruction.

( ) 6. There are provisions in the curriculum to assimilate changes and advancements of the trade as they develop in industry.

( ) 7. Field trips and resource people are planned into the program.

( ) 8. An adequate quantity of production work is in evidence.

( ) 9. Provisions are made to allow for individual student differences.

( ) 10. There is evidence of audio-visual instructional aids.

( ) 11. Audio-visual aids are in use.

( ) 12. Students always work from blueprints, or sketches and parts.

( ) 13. Students are encouraged to plan and carry jobs or projects to completion.

( ) 14. When students are assigned to "outside production jobs" they are never left unsupervised.

( ) 15. A formal theory program is in evidence.

( ) 16. At least one textbook per student is available in use.

( ) 17. Daily lesson plans for theory classes are available.

( ) 18. Approved theory outlines are being followed.

( ) 19. A technical reference library is available.

( ) 20. Students have free access to the reference library.

( ) 21. Approved checking levels are used as defined by the course outlines.

(continued on next page)

IV. INSTRUCTION (continued)

EVALUATIONS

( ) a. How adequate is the instructional material?

( ) b. To what extent are visual aids used?

( ) c. Is there evidence of planning?

( ) d. How are the related and general education phases of the program integrated with the shop instruction?

( ) e. How are the objectives of trade education met?

( ) f. To what extent do the instructional activities approximate the conditions in industry?

COMMENTS

DEPARTMENT ____________________

V. SUPERVISION AND ADMINISTRATION

CHECKLIST

( ) 1. The policies as defined in Bulletin 30 are being followed.

( ) 2. Administrative policies as defined by Bulletin 40 are being followed.

( ) 3. This shop is familiar with other State policy Bulletins.

( ) 4. Periodic meetings are held by the staff members.

( ) 5. Students are given an opportunity to contribute to the operation of the shop.

( ) 6. Members of craft or advisory committees are invited to observe the instructional program.

( ) 7. Student progress records are kept up to date.

( ) 8. Records of graduate placement and progress are in evidence.

( ) 9. An established disciplinary procedure is in evidence.

( ) 10. An adequate shop clothing program is in evidence.

( ) 11. Adequate supervision is provided by the school administration and central office.

( ) 12. Adequate supervision is provided by the department head.

( ) 13. The department head supplies leadership.

( ) 14. The department head delegates work and authority.

( ) 15. Students are delegated responsibilities.

( ) 16. The shop inventory is kept up to date.

( ) 17. A record of instructional needs is kept on hand.

EVALUATION

( ) a. Is there a clear understanding of the policy bulletins?

( ) b. Is there adequate supervision?

( ) c. How are changing industrial techniques incorporated into the program?

( ) d. What is the condition of the shop records?

COMMENTS

EVALUATIVE CRITERIA

FOR

SCHOOL PLANT

Checklists

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Evaluations

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the review committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. - __Excellent__: the provisions or conditions are extensive and are functioning excellently.

4. - __Very good__:*

    a. the provisions or conditions are extensive and are functioning well, or

    b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - __Good__: the provisions or conditions are moderately extensive and are functioning well.

2. - __Fair__:*

    a. the provisions or conditions are moderately extensive but are functioning poorly, or

    b. the provisions or conditions are limited in extent but are functioning well.

1. - __Poor__: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - __Missing__: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - __Does not apply__: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

*If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".

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SCHOOL PLANT

GUIDING PRINCIPLES

The school plant, consisting of the site, buildings, equipment, and services, is a major factor in the functioning of a good educational program. The plant, as planned and equipped, is during the school time the physical environment which assists or limits student achievement of desirable learning experiences.

The school plant must provide the physical facilities to conduct a program designed to meet the educational needs, to provide the learner with a marketable degree of skill and to provide industry with workers who have the basic skills of their trade and necessary trade knowledge so as to better serve the community in which they live.

The plant must provide water, heat and ventilation, illumination, and sanitation services which contribute to the educational plan and the health of its occupants. The plant must also be designed, equipped and maintained so as to minimize the possibility of accidents and fires involving its occupants.

The site is and will continue to be satisfactory for educational purposes for the foreseeable future and will allow for expansion of its educational facilities when the need arises. The planning of the building has taken advantage of important features of the site.

The interior and exterior of the building is attractive and appropriate in design so that esthetic quality is evident. The grounds about the building are well-kept and include lawns and shrubbery.

The school plant is an integral part of the community planning program. The entire plant does stimulate the students to use its educational facilities effectively.

I. OBJECTIVES

The philosophy of the State's Vocational-Technical Education program is that the school plant must provide the physical facilities to conduct a program designed to meet the educational needs, to provide the learner with a marketable degree of skill and to provide industry with workers who have the basic skills of their trade and necessary trade knowledge so as to better serve the community in which they live.

1. **The plant which includes the site, building (or buildings) is situated in the center of the community it is to serve.**
2. **The site, its size and shape does accommodate all of the necessary buildings and facilities to house a good Industrial Vocational Educational program.**
3. **The site as provided is ample to carry out a good outdoor athletic program.**
4. **The building or buildings are so designed architecturally that they are simple, economical and of modern up-to-date design, are functional and provides all of the necessary facilities to carry out a good Industrial Vocational Educational program.**
5. **The plant which includes the site and buildings has been planned and designed for future expansion when the need arises.**
6. **The plant has the necessary utilities: Electricity, water, fire protection, gas, telephone services, sewage disposal, etc.**
7. **The plant is remote from any places having undesirable influences on youth.**
8. **The site is above the level of the land adjacent to it so as to permit good drainage; the soil is porous enough to permit rapid seepage, yet with enough body to minimize dust and nourish grass and shubbery; there are no obstacles that will impair its usefulness for future site development and school plant expansion.**

1. THE SITE

CHECKLIST

1. Accessibility, Location and Environment

( ) 1. The school is readily accessible to the students within the proposed center of the population served.

( ) 2. The school does fit into a logical distribution of all the schools in the community.

( ) 3. Is easily reached by mechanized transportation and is readily accessible to public transportation lines.

( ) 4. Is easily reached by good highways, hard-surfaced roads and walks and is free from traffic and transportation dangers.

( ) 5. Electricity, water for domestic purposes and for fire protection, sewage disposal, gas and telephone services are available at a reasonable cost.

( ) 6. The site is and will continue to be satisfactory for school purposes for the foreseeable future, as indicated by careful studies of population trends, zoning developments, highway planning, and other factors.

( ) 7. A check has been made of the availability and for the acquisition of adjacent land for future expansion.

( ) 8. The use and value of the school is not impaired by industrial smoke, obnoxious odors, noises, dust, fog, or other hazards.

( ) 9. Is located in a residential or park district, and not in or adjacent to a business or industrial area that is slated for redevelopment.

( ) 10. Streets about the school are treelined, and the general area is attractively landscaped and well maintained.

( ) 11. The skyline on all sides of the building is not more than 30 degrees and is free from obstructions to light and air.

( ) 12. Is remote from taverns and other places having undesirable influences on youth.

11. Surface Features, Soil Conditions, Shape and Size

( ) 13. The general level of the site is above the level of the land adjacent to it so as to permit good drainage.

( ) 14. There are no streams, deep ravines, or swamps which will have to be filled or drained or which divide the site so as to impair its usefulness for future site development and school plant expansion.

( ) 15. The soil is porous enough to permit rapid seepage, yet with enough body to minimize dust and nourish grass and shubbery.

( ) 16. Little or no topsoil will have to be hauled in for upkeep of the athletic fields and lawns.

( ) 17. The site requires little or no expensive sodding to prevent erosion of any steep inclines.

( ) 18. The water table is sufficiently below the surface at all seasons of the year.

( ) 19. The subsoil does permit rapid percolation of water from septic tanks if a sewer is not available.

( ) 20. The site is in accord with desirable functions and accepted standards that is---10 acres minimum plus one acre for every 100 students.

( ) 21. The size and shape of the site is approximately rectangular with the length not more than four times the width.

111. Improvements, Arrangements and Landscaping

( ) 22. The building, the athletic fields and facilities, drives, walks, trees, and shurbs are arranged with due heed to aesthetic appearance.

( ) 23. Proper amount of space has been devoted to the athletic fields and where necessary properly fenced.

( ) 24. Parking space for faculty, students, visitors, for community use of buildings, and for attendance at athletic contests has been provided.

( ) 25. Space for loading and unloading buses, space for walks and driveways including front entrance driveway, service entrance driveway, and walks to all entrances has been provided.

EVALUATIONS

( ) a. How accessible is the site to the students served?

( ) b. To what extent is the site favorable to health?

( ) c. To what extent does the site provide for safety?

( ) d. How satisfactory are the educational and cultural characteristics of the environment?

( ) e. Is the site sufficiently elevated to avoid drainage from nearby ground, and adequately pitched to shed its own surface water quickly?

( ) f. Have provisions been made for appropriate landscaping of grounds?

( ) g. Are there adequate surfaced driveways and concrete walks and is there adequate motor vehicle parking areas for staff, students and vistors?

( ) h. Is the site large enough to facilitate expansion of the main building housing the administration, classrooms, laboratories and library also the single story vocational school shop wing or an additional shop wing when the need arises.

COMMENTS

II. THE BUILDINGS

CHECKLIST

I. Placement, Educational Plan and Utilization

( ) 1. The building (or buildings) is placed on the site so as to provide for efficient use of the total area.

( ) 2. The building is placed on the site so as to provide an attractive appearance.

( ) 3. Is orientated so as to provide adequate natural light for all educational functions.

( ) 4. The arrangement of driveways, doorways, and floor levels facilitates truck deliveries with a minimum of interference with school activities.

( ) 5. The building is free of all concealed or "DEAD" spaces (hollow spaces between partitions and under floors) where dangerous gases may accumulate and through which fire may spread.

( ) 6. The heating plant is centrally located so as to provide efficient operation at a minimum cost.

( ) 7. The heating plant has a direct outside entrance.

( ) 8. The heating plant is maintained in a clean, orderly condition.

II. Gross Structure (Type of Construction and Materials, Form and Architecture, and Foundations.)

( ) 9. The building is free from ornamentation and architectural features which may deteriorate rapidly.

( ) 10. The building is situated and planned so as to meet future expansion needs.

( ) 11. The gross structure of the building is of durable, fire-resistant material.

( ) 12. It is structurally sound and enduring, with best possible materials and competent workmanship.

( ) 13. The interior materials and workmanship contribute to an attractive appearance.

( ) 14. The Architecture is attractive and pleasing, well suited to its locale.

( ) 15. The Architecture is practical and efficient, both operationally and educationally.

( ) 16. The foundations appear to be strong and stable.

( ) 17. The foundations are properly waterproofed and drained.

111. Roof, Wall and Floor Construction

( ) 18. The roof is durable, weatherproof and has a 20 year bcnd.

( ) 19. The roof is properly flashed and drained also in good condition.

( ) 20. Exterior walls are sufficiently strong, airtight, and perfectly watertight.

( ) 21. Interior bearing walls are sufficinetly strong, and located so as not to interfere with the function of the building. Non-bearing walls are light and durable.

( ) 22. Ceilings are strong, safe, attractive, free from cracks and holes, and with suitable light reflective value.

( ) 23. Floors are well laid, free from marks, humps and holes, worn spots and splinters. They are attractive, of proper type, and with smooth even finish and in good shape.

1V. Entrances and Exits, Condition and Appearance, Accustics, and Fenestration.

( ) 24. Entrances and exits are adequate in number, size and type; exits should open with the direction of travel; are properly located, and in good condition.

( ) 25. Doors and frames are strong and durable.

( ) 26. Doors operate easily and efficiently have suitable hardware, automatic locks, panic bars, door checks and kick plates (where needed), and are in good operating condition.

( ) 27. The building is kept clean, well-painted, and is in good repair.

( ) 28. The building is properly designed, constructed, and equipped for control of sound (ACCUSTICS).

( ) 29. Windows are adequate in size and number, of proper type and design, and suitable located (4' wide window modular center to center) and must equal at least 20% of the floor area.

V. Internal Structure (stairways, corridors and lobbies).

( ) 30. Stairways are sturdy and safe in all respects. Both stairwell and staircases are fireproof.

( ) 31. Stairways are adequate in number and size are properly located and of suitable design.

( ) 32. Corridors and lobbies are properly designed and located to accommodate and control traffic flow; (Where desirable), have accommodated pupil lockers.

( ) 33. Corridors and lobbies are well-lighted, safe, quite attractive, and easily maintained.

EVALUATIONS

( ) a. The building (or buildings) is placed on the site so as to provide for efficient use of the total area.

( ) b. Is the building planned and situated so as to meet future expansion needs?

( ) c. Is the gross structure of the building durable, fire-resistant materials? Is the building free from all hazards under all conditions?

( ) d. Are entrances and exits properly constructed and equipped for safety; are exits so designed so as to open with the direction of travel?

( ) e. The building is in harmony with the activities it houses and portrays a modern simplicity in design, reflecting in its various components the most recent advancements of proven merit.

( ) f. Orientation of the building is such that classrooms have preferably a western and/or eastern exposure.

( ) g. All shops in the single story building preferably have a southern, eastern or western exposure.

( ) h. The architecture is attractive and pleasing, practical and efficient, both operationally and educationally.

COMMENTS

CHECKLIST

I. Heating and Ventilation

( ) 1. The heating plant is centrally located, so as to be practicable, and to reduce the sizes of heating pipes and ducts.

( ) 2. It provides continous and automatically controlled heat of proper degree, as required by conditions of climate.

( ) 3. The heating plant provides adequate supply of clean, dustfree air of proper humidity without creating drafts.

( ) 4. Special ventilation is provided where needed (e.g. shops, kitchens, science laboratories etc.).

( ) 5. The heating and ventilating system is in a proper working order, and in clean, neat condition.

( ) 6. Air ducts and ventilating units are not built of combustible materials but free from hazards under all conditions.

( ) 7. Air ducts and ventilating units are equipped with thermostatically controlled dampers.

CHECKLIST

1. Heating and Ventilation (continued)

( ) 8. The heating and ventilation system is efficient, flexible, easy to operate, economical, and capable of meeting all possible loads.

( ) 9. The heating and ventilation system is capable of expansions to serve building additions.

11. Artificial Lighting

( ) 10. Modern artificial lighting standards have been observed.

( ) 11. Fluorescent lighting fixtures are louvered or translucent shielded type and are furnished with high power factor ballast. They are also equipped with filter for the prevention of radio and television interference.

( ) 12. The following minimum light intensity in the shop building has been maintained: 40 foot-candles for shops and shop classrooms, 15 foot-candles for corridors and service areas. In the main building the following light intensity has been maintained: Admin. Office, Classrooms, Blueprint Reading Room, Laboratories and Library, 40 foot-candles.

( ) 13. In the main building the following light intensity has been maintained: Drafting Room 80 foot-candles; Corridor and toilet rooms 15 foot-candles; in storeroom and Janitor Closets 10 foot-candles. Color correction of light in the Beauty Culture Shop has been provided.

111. Water Service

( ) 14. Adequate supply of hot and cold water to all points of use has been provided.

( ) 15. Pure cold water for drinking, and with all equipment designed for complete sanitation has been provided.

( ) 16. All equipment and fixtures are conveniently located, are of proper design, efficient, and safe to use.

( ) 17. Drinking fountains are recessed with angle stream and mouth guard.

( ) 18. Suitable adequate handwashing facilities are provided; they are in good condition, and easily maintained and reparied.

IV. Toilet and Sewer

( ) 19. Toilets are conveniently located on each floor for each sex, and for public use as needed.

( ) 20. Toilets and washing facilities have been provided in the shop areas.

( ) 21. Toilets have been provided as needed in connection with Health and Office Suites, Custodian's Quarters, Instructor's Room and Cafeteria-Kitchen.

( ) 22. Toilets are adequate in the number of water closets, urinals, and lavatories.

( ) 23. Drinking fountains are not located, repeat, are not located in toilet rooms.

( ) 24. Toilet equipment and fixtures are strong, safe, sanitary, efficient, economical in use, and resistant to damage.

( ) 25. Sewer systems should be and are adequate for all demands, safe and sanitary, in good condition, and accessible for repair and maintenance.

CHECKLIST

V. Fire Protection

( ) 26. Construction is fireproof or extremely fire-resistant.

( ) 27. Construction does provide absolute safety for all travel passages, both vertical and horizontal; does give complete adequate protection around spaces involving special fire hazards.

( ) 28. Exit system provided two separate means of egress from laboratories and any area where students gather, also permits emptying the building in less than three minutes.

( ) 29. Apparatus does provide positive and fool-proof alarm system.

EVALUATIONS

( ) a. Is the heating plant simple and centrally located, as far as practicable, so as to reduce the sizes of heating pipes and ducts?

( ) b. Has zone heating been provided so that independent units or segments of the building such as the auditorium, offices, and gymnasium, cafeteria, etc. may be used without heating the entire building?

( ) c. Is artificial light the primary source of illumination, supplemented by natural lighting? Has light intensities as specified in the Illuminating Engineers Standards been maintained?

( ) d. Has the minimum number of toilet, lavatory, urinal, drinking fountain, and other fixtures needed to meet code or public regulatory requirements for planned student enrollment been provided?

COMMENTS

1V. ELECTRICAL SYSTEMS

CHECKLIST

1. Light and Power

( ) 1. Proper current wherever needed, with suitable controls, safety devices, auxiliary systems and circuits, and efficient arrangement of outlets, switches, and panels have been provided.

( ) 2. Has conformed to all controlling codes, legal requirements, and insurance standards.

( ) 3. All wiring, equipment, and devices are reasonably modern, safe to use, in good working condition, and easily repaired and maintained.

( ) 4. System can be expansible with additions to building.

11. Clocks and Program Signals

( ) 5. System does provide accuracy of timing, reliability, service, durability with minimum care, suitable audibility, automaticity, and efficiency with economy.

( ) 6. System can be expansible with additions to building.

111. Fire Alarm System

( ) 7. Does provide for positive alarm from suitably convenient stations by automatic or simple manual operation.

( ) 8. Is connected to municipal system, with cut-off for tests and drills.

1V. Telephone System

( ) 9. A two trunk (minimum) S.N.E. telephone system with PBX (18 or more stations) in the Main Office has been provided.

( ) 10. Telephone conduit for this intercommunicating system from the PBX Board in the Main Office to various extensions has been provided.

( ) 11. Adequate number of coin telephones for student and for public use has been provided.

V. Public Address and Audio-Visual Systems

( ) 12. Public Address System has been properly installed, flexible, selective, in good condition, and easily supervised.

( ) 13. Audio-Visual systems and equipment has been provided adequately for the proper function in teaching wherever needed, and is reasonably modern and in good working order.

V. Public Address and Audio-Visual Systems (continued)

( ) 14. Conduit and wiring for projector speaker extension cord including the polarized outlets in the front and rear of the rooms should be and are provided, to facilitate audio-visual projection, in all Classrooms, Blueprint Reading Room, Mechanical Drafting Room, Science Laboratories in the Classroom Building, Trade Technical Information Classrooms in the heavy Trade Shop Building, also in the Cafeteria and in the Combination Gymnasium-Assembly.

VI. Other Services

( ) 15. Compressed air connection to designated locations in shops and in Laboratories have been provided.

( ) 16. Gas in Shops, Laboratories, Kitchen, Health Service Unit etc. has been provided.

( ) 17. Carbon-monoxide exhaust system (underfloor type) for both the Auto Repair Area and the Auto Laboratory has been provided.

( ) 18. A one ton capacity including a trolley hoist in the Auto Repair Area and a floor drain trench has been provided.

( ) 19. A Levelator and a two ton Capacity monorail including a trolley hoist to facilitate the handling of heavy equipment has been provided in the Machine Shop.

( ) 20. Incinerator has been provided.

( ) 21. Auxiliary lighting systems where needed have been provided.

EVALUATIONS

( ) a. How adequate are the provisions for illumination?

( ) b. How adequate is the Communication, Time and Program System?

( ) c. How adequate is the Fire Alarm System?

( ) d. Has adequate 120/208 volt, 3 phase, 4 wire been provided?

COMMENTS

EVALUATIVE CRITERIA FOR THE RELATED DEPARTMENT

Checklists

The checklists consist of provisions, conditions, or characteristics found in good vocational-technical schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters;

E	Provision or condition is made extensively.
S	Provision or condition is made to a moderate extent.
L	Provision or condition is very limited or missing but needed.
M	Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
N	Provision or condition is not desirable or does not apply.

Evaluations

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the review committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. - **Excellent:** the provisions or conditions are extensive and are functioning excellently.

4. - **Very good:***

a. the provisions or conditions are extensive and are functioning well, or

b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - **Good:** the provisions or conditions are moderately extensive and are functioning well.

2. - **Fair:***

a. the provisions or conditions are moderately extensive but are functioning poorly, or

b. the provisions or conditions are limited in extent but are functioning well.

1. - **Poor:** the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - **Missing:** the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - **Does not apply:** the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

*If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".

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INFORMATION

The committee doing this self-evaluation may be one group evaluating the entire Related Program or three sub-groups representing each of the areas.

School size and the number of faculty members would determine your use of this evaluative instrument.

EVALUATIVE CRITERIA

RELATED SUBJECTS

NAME OF SCHOOL__________________________________

DATE____

SELF-EVALUATION BY_____________________________

____

____

____

STANDARDS FOR THE RELATED PROGRAM

The Related Program in the Connecticut Vocational-Technical Schools consists of classroom and laboratory courses designed to increase knowledge, understanding, and the ability to solve technical and theoretical problems concerned with a particular trade.

The related subjects are mathematics, science, and blueprint reading, related art, etc. They are organized to achieve the following objectives:

1. To meet the specific needs of the trade area.
2. To develop in students an understanding of the fundamental mathematical and scientific principles and processes.
3. To interpret and express ideas through blueprints and schematics.
4. To be able to think and organize effectively in the changing technology of our times.
5. To develop individual abilities beyond minimum standards.

I ORGANIZATION

Course offering by grades;

Grade	Science	Math.	Blueprint
9			
10			
11			
12			

Check list:

M S Bp

( ) ( ) ( ) 1. Approved outlines are in use.

( ) ( ) ( ) 2. Provisions are made for teachers to help special groups and individuals working on related projects.

( ) ( ) ( ) 3. A three-tract program is in operation.

( ) ( ) ( ) 4. The related program is organized with emphasis on trade applications.

( ) ( ) ( ) 5. Time is provided in the teachers' daily schedule for the preparation of classroom demonstrations and shop visitation.

( ) ( ) ( ) 6. There is evidence of good rapport between shop and related personnel.

( ) ( ) ( ) 7. Shop personnel are utilized in specialized instructional areas.

( ) ( ) ( ) 8. Advanced work is provided for students of exceptional ability.

( ) ( ) ( ) 9. Time is provided for remedial work.

Evaluations:

( ) ( ) ( ) 1. Is the program organized to be functionally related?

( ) ( ) ( ) 2. Is there enough time in the instructors' schedule to meet the demands of the outline?

( ) ( ) ( ) 3. Are the trade needs of the students being met?

Comments:

II NATURE OF OFFERINGS

Check list:

M S Bp

( ) ( ) ( ) 1. Attention is given to developing definitions and understanding of terms.

( ) ( ) ( ) 2. The content of the course is clearly applicable to the materials and procedures of a basic trade.

( ) ( ) ( ) 3. Facts, figures, and concepts are inter-related in the fields of science, mathematics, and blueprint.

( ) ( ) ( ) 4. Skill is developed in using equipment and instruments.

( ) ( ) ( ) 5. Opportunity is provided for project work.

( ) ( ) ( ) 6. Students are presented with recent developments.

( ) ( ) ( ) 7. Practice is provided for problem solving in the classroom or laboratory situation.

( ) ( ) ( ) 8. There is an appreciation of the significant contributions of the subject matter to our cultural advancements.

( ) ( ) ( ) 9. The courses develop in a logical sequence.

( ) ( ) ( ) 10. Emphasis is placed on accuracy, orderliness, and creativeness.

Evaluations:

( ) ( ) ( ) 1. To what extent do the offerings provide for applications in a trade?

( ) ( ) ( ) 2. To what extent do the offerings prepare students for further study?

( ) ( ) ( ) 3. To what extent do the offerings provide for study and discussion of recent developments?

Comments:

III PHYSICAL FACILITIES

Check list:

M S Bp

( ) ( ) ( ) 1. Seating, lighting, and ventilation are conducive to learning.

( ) ( ) ( ) 2. There is adequate storage space for equipment, supplies, and materials.

( ) ( ) ( ) 3. Provisions are made for the use of audio-visual equipment.

( ) ( ) ( ) 4. Classroom space is available for discussions, experimentation, and drawing.

( ) ( ) ( ) 5. Proper utilities (gas, water, etc.) are provided.

( ) ( ) ( ) 6. Chemicals and combustible materials are properly distributed and stored.

( ) ( ) ( ) 7. There is evidence of first-aid and safety equipment.

Evaluations:

( ) ( ) ( ) 1. How adequately are classrooms and laboratories furnished for related instruction?

( ) ( ) ( ) 2. How adequate are space provisions for existing class sizes?

( ) ( ) ( ) 3. How adequate are the storage facilities for equipment and supplies?

Comments:

IV DIRECTIONS OF LEARNING

A. Instructional Activities

Check list:

M S Bp

( ) ( ) ( ) 1. Instruction is directed toward the objectives of related education.

( ) ( ) ( ) 2. There is evidence of careful planning and preparation by daily lesson plans and long range objectives.

( ) ( ) ( ) 3. Instruction is different for the slow, the average, and the advanced student.

( ) ( ) ( ) 4. Laboratory methods and techniques of investigation are used when appropriate.

( ) ( ) ( ) 5. Use is made of models, charts, and other instructional aids.

( ) ( ) ( ) 6. Audio-visual aids are used.

( ) ( ) ( ) 7. Provision is made for both individual and group instruction.

( ) ( ) ( ) 8. Projects are developed beyond class requirements.

( ) ( ) ( ) 9. Instructional materials are geared to various ability groups.

( ) ( ) ( ) 10. Field trips and outside resources are utilized to supplement learnings.

( ) ( ) ( ) 11. Student use of instructional material is closely supervised.

Evaluations:

( ) ( ) ( ) 1. How effective is the teaching?

( ) ( ) ( ) 2. How adequate is the planning and preparation for instruction?

( ) ( ) ( ) 3. How adequate are provisions made for individual differences?

Comments:

B. Instructional Materials

Check list:

M S Bp
( ) ( ) ( ) 1. Textbooks are available for each student.

( ) ( ) ( ) 2. Textbooks are selected and issued according to learning abilities.

( ) ( ) ( ) 3. Equipment and materials for classroom demonstration are available.

( ) ( ) ( ) 4. Equipment and materials for individual and group laboratory work and projects are available.

( ) ( ) ( ) 5. Course outlines, approved book lists, and supplementary materials are provided.

( ) ( ) ( ) 6. Professional and student periodicals are on hand.

( ) ( ) ( ) 7. Teacher or student-made projects or models are used in instruction.

( ) ( ) ( ) 8. Appropriate audio-visual materials are available and in use.

( ) ( ) ( ) 9. A list of equipment and supply needs is maintained.

( ) ( ) ( ) 10. Catalogues, price lists, and current contracts are on file.

Evaluations:

( ) ( ) ( ) 1. How adequate is the variety of instructional materials?

( ) ( ) ( ) 2. How adequate is the quantity of instructional materials?

( ) ( ) ( ) 3. How adequate is the quality of instructional materials?

( ) ( ) ( ) 4. How adequate is the provision for storage of instructional materials?

Comments:

C. Methods of Evaluation

Check list:

M S Bp

( ) ( ) ( ) 1. Program is reviewed and discussed with shop general education department.

( ) ( ) ( ) 2. Appropriate levels of achievement are used for various trades.

( ) ( ) ( ) 3. Appropriate criteria is used for marking different ability levels.

( ) ( ) ( ) 4. Informal evaluation of instruction is carried out through conversation with students, class discussion and observation, and interviews with parents.

( ) ( ) ( ) 5. Student reports and class participation are considered in grading students.

( ) ( ) ( ) 6. A variety of tests are used.

( ) ( ) ( ) 7. Homework and notebooks are considered in the total evaluation of the student.

( ) ( ) ( ) 8. Teachers and students understand that tests are an integral part of teaching-learning activity.

( ) ( ) ( ) 9. Individual progress is recorded.

Evaluation:

( ) ( ) ( ) 1. To what extent do teachers use evaluation results to analyze the effectiveness of their teaching?

( ) ( ) ( ) 2. To what extent does inter-departmental discussions help to improve the program?

( ) ( ) ( ) 3. To what extent are evalutive results used in the diagnosis of difficulties and the identification of areas requiring remedial instruction?

( ) ( ) ( ) 4. To what extent does evaluation identify students with particular promise in their trade?

Comments:

V OUTCOMES

Evaluation:

To what degree do students:

M	S	Bp		
( )	( )	( )	1.	Exhibit an understanding of fundamental principles?
( )	( )	( )	2.	Possess skill in interpreting related information?
( )	( )	( )	3.	Possess skill in using materials and equipment?
( )	( )	())	4.	Exhibit ability to apply related methods in solving problems?
( )	( )	( )	5.	Possess a knowledge of vocational opportunities available in these fields?
( )	( )	( )	6.	Continue their study of related subjects in postsecondary schools?

SELF-EVALUATION
for
AUDIO-VISUAL SERVICES

I. Statement

II. Organization

Equipment & Materials Chart

III. Equipment & Facilities

IV. Materials

Checklists

The checklists consist of provisions, conditions, or characteristics found in good vocational-technical schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters;

E	Provision or condition is made extensively.
S	Provision or condition is made to a moderate extent.
L	Provision or condition is very limited or missing but needed.
M	Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
N	Provision or condition is not desirable or does not apply.

Evaluations

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the review committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. - **Excellent:** the provisions or conditions are extensive and are functioning excellently.

4. - **Very good:***

  a. the provisions or conditions are extensive and are functioning well, or

  b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - **Good:** the provisions or conditions are moderately extensive and are functioning well.

2. - **Fair:***

  a. the provisions or conditions are moderately extensive but are functioning poorly, or

  b. the provisions or conditions are limited in extent but are functioning well.

1. - **Poor:** the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - **Missing:** the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - **Does not apply:** the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

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AUDIO-VISUAL SERVICES

I. Statement of Objectives -

Audio-visual aids are intended to enhance and supplement the daily program of study by: - providing experiences otherwise unavailable or impractical, enriching an area with additional experiences, emphasizing important points increasing interest and aiding comprehension through one or more of the several senses.

II. Orgnaization: -

A. Checklist: -

( ) 1. Audio-visual equipment and materials are located in an easily accessible room.

( ) 2. Facilities are provided for previewing, preparing and producing audio-visual materials in that room.

( ) 3. There is an audio-visual coordinator, who meets certification requirements, in charge of the service.

( ) 4. Additional personnel is providedto assist the coordinator.

( ) 5. Distribution of audio-visual equipment is organized efficiently.

( ) 6. Procurement and distribution of audio-visual materials is organized efficiently.

( ) 7. Sufficient time is allotted to the coordinator for his audio-visual duties.

( ) 8. Instructors are well-informed on the amount available, the method of procurement, and the operation of equipment and for facilities.

( ) 9. In-service training is provided for both instructors and students so that each knows how to operate and use care in operating equipment.

( ) 10. Accurate record is kept of all available aids throughout the building, avoiding unnecessary work, expenditures and duplication.

( ) 11. Small items of equipment-i.e. paper cutter, tee square, scissors, etc. - are provided in the audio-visual room.

B. Evaluation: -

( ) 1. How well are the audio-visual services organized?

( ) 2. How well is the coordinator trained in procurement, production, and maintenance of audio-visual equipment and materials?

( ) 3. How adequate is the time allotted to the coordinator for performing audio-visual duties?

C. Comments: -

Items	Number on Hand	Amount Repairs Last Year	Am't Purchased Equipment Last 2 years	Am't for Materials Last year
Motion Picture Projectors				
Opaque Projectors				
Transparency Projectors				
Slide or Strip-film Projectors				
Charts, Maps, Posters				
Tape Recorders				
Phonographs				
Television Sets				
Screens				
Portable Tables				
Free Materials Books				

III. Equipment and facilities: -

A. Checklist: -

1. Adequate audio-visual equipment is available for efficient and timely use by instructors.
    - ( ) a. Motion picture projectors
    - ( ) b. Opaque projectors
    - ( ) c. Overhead or transparency projectors
    - ( ) d. Slide and stripfilm projectors
    - ( ) e. Television sets
    - ( ) f. Each room is equipped with at least one blackboard and one bulletin board.
    - ( ) g. Charts, maps and posters are in evidence throughout the building.
    - ( ) h. Tape recorders
    - ( ) i. Phonographs
    - ( ) j. Screens
    - ( ) k. Portable equipment tables

( ) 2. Adequate funds are provided for purchase of new equipment and repair of older equipment.

( ) 3. Equipment on hand is well maintained and operable.

( ) 4. Facilities are adequate and accessible to instructors for their efficient use.

( ) 5. New equipment and developments are examined for their possible adaptation to the program.

( ) 6. Consideration is given to rental of equipment where it would be more feasible and economical than purchase.

( ) 7. Funds are available for rental of equipment.

( ) 8. Closed circuit T.V. is available or contemplated in the near future.

III. Equipment and Facilities: - (Con't)

B. Evaluation: -

( ) 1. How adequate are the facilities?

( ) 2. How adequately are they equipped?

( ) 3. How adequately are the services funded?

( ) 4. How well are the services attuned to the times?

C. Comments: -

IV. Materials: -

A. Checklist: -

( ) 1. Adequate funds are provided for the purchase of audio-visual materials.

( ) 2. Adequate funds are provided for the rental of audio-visual materials.

( ) 3. Instructor produced materials are in evidence.

( ) 4. Adequate source lists of free or inexpensive materials are available to instructors at all times.

( ) 5. Adequate funds are provided for supplies and materials for production of aids.

( ) 6. Materials and supplies on hand are used to advantage by the staff.

B. Evaluation: -

( ) 1. How adequate are the materials and supplies for efficient instructor use?

( ) 2. How adequate are the source lists of materials?

( ) 3. How well-informed is the staff on materials available?

( ) 4. How well-formed is the staff on production of materials or aids?

( ) 5. How well are these materials and services utilized?

( ) 6. How adequately are funds provided for materials and supplies?

C. Comments: -

SELF EVALUATION

OF

THE SCHOOL LIBRARY

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SELF EVALUATION
OF
THE SCHOOL LIBRARY

Section I	**Objectives**
Section II	**Personnel**
Section III	**Facilities and Equipment**
Section IV	**Library Materials**
Section V	**Library Program**
Section VI	**Financial Provisions**
Section VII	**Staff**
Section VIII	**Evaluative Summary**

I. **Objectives:**

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the Connecticut Vocational-Technical School libraries endorse the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum of the school, taking into consideration the varied interests, abilities, and maturity levels of the students.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgments in their daily life.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to our American heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the use of the library.

LIBRARY EVALUATION

II. PERSONNEL

CHECKLIST:

( ) 1. The library has a full time Librarian.

( ) 2. The library has a part time Librarian-Teacher.

( ) 3. The following Pupil-Librarian ratios are adhered to:

Schools 500 or more-Full time Librarian.

Schools 300 to 500-Librarian-Teacher scheduled not more than two teaching periods a day. Provision to be made for the supervision of the library at all times.

Schools under 300-Librarian-Teacher to be scheduled not less than half time in the library. Provision to be made for the supervision of the library at all times.

( ) 4. Students assist the Librarian on a voluntary part time basis.

( ) 5. Students assist the Librarian on a paid part time basis.

( ) 6. The Librarian has equal faculty to that of other faculty members of equivalent education, experience, and responsibility.

EVALUATION:

( ) A. How adequately is the library staffed?

( ) B. How adequately is the provision for student assistants?

COMMENTS:

LIBRARY EVALUATION

III. FACILITIES AND EQUIPMENT

CHECKLIST:

( ) 1. The library is centrally located and easily accessible to all students.

( ) 2. Seating capacity and tables are adequate. (Seating for at least 40 to 45 students or 7% of enrollment).

( ) 3. A conference room and separate work room are provided.

( ) 4. The work room has a sink and running water.

( ) 5. The work room has sufficient storage facilities.

( ) 6. A section of the library is reserved for the professional improvement of the staff.

( ) 7. The library is adequately lighted and ventilated.

The following general equipment needs are adequate:

( ) 8. Adjustable shelving
( ) 9. Magazine shelving
( ) 10. Newspaper rack
( ) 11. Charging desk and chair
( ) 12. Dictionary stand and unabridged dictionary
( ) 13. Atlas stand
( ) 14. Card catalogue case
( ) 15. Vertical-file cabinets
( ) 16. Bulletin boards
( ) 17. Display case
( ) 18. Book trucks
( ) 19. Librarian's desk and chair
( ) 20. Typewriter and stand
( ) 21. Step stools or shelf ladders
( ) 22. Book repair materials and equipment
( ) 23. Floor covering is attractive, hygenic, and sound absorbing

LIBRARY EVALUATION

III. FACILITIES AND EQUIPMENT: (CONTINUED)

EVALUATION:

( ) A. How adequate is the location and accessibility of the library?

( ) B. How adequate are the provision for the work room and its facilities?

( ) C. How adequate are the space needs and seating capacity of the library?

( ) D. How adequate is the shelving?

( ) E. How adequate are the general equipment needs of the library?

( ) F. How adequate is the genral decor of the library?

COMMENTS:

LIBRARY EVALUATION

IV. LIBRARY MATERIALS

CHECKLIST:

( ) 1. The book collection reflects every area of the school curriculum - trade, related, and general education.

( ) 2. Materials for the cultural growth of the students are provided.

( ) 3. Materials that supplement the texts, but offering more breadth and variety are provided.

( ) 4. Differentiation is made in the selection of books for different levels of reading ability.

( ) 5. Materials include information and assistance in all areas of learning which affect young people.

( ) 6. Books are provided that assist growing youth in the solution of their personal problems in home, family living, and social adjustments.

( ) 7. Reading materials are provided for the recreational leisure time interests of the students.

( ) 8. Materials are provided and kept up-to-date for the professional improvement of the staff.

( ) 9. Periodicals pertaining to the various trade areas are provided.

( ) 10. Daily newspapers are provided.

( ) 11. Periodicals are provided which reflect various areas of the general curriculum, world scene, and other items of general interest.

( ) 12. A pamphlet file, properly catalogued, is maintained containing topics of interest and use to the students and staff.

( ) 13. Books are catalogued according to the Dewey Decimal System and the card file is kept up-to-date.

( ) 14. Encyclopedias and other essential references are replaced every two years.

( ) 15. Multiple copies of material in heavy circulation are maintained.

( ) 16. Circulation statistics are kept and used to interpret library usage and needs.

LIBRARY EVALUATION

IV. LIBRARY MATERIALS (CONTINUED)

SUPPLEMENATRY DATA:

Fill in the following data and checklist:

Classification	Number of Different Titles	Number of Volumes	No. of Titles Copyrighted Within 5 Years	Checklist
000 General				( )
100 Philosophy				( )
200 Religion				( )
300 Social Science				( )
400 Philology				( )
500 Science				( )
510 Mathematics				( )
600 Useful arts and trades				( )
700 Fine arts, recreation				( )
800 Literature				( )
900 History				( )
910 Travel				( )
920 Biography				( )
F Fiction				( )
Total				xxxxxxx

Check the following periodicals covered:

___Agriculture
___American Scene
___Aviation & Space
___Book Reviews
___Business & Economics
___Dance
___Drama & Theater
___Family & Consumer Ed.
___Fashion & Beauty Aids
___Geography & Travel
___Handcrafts

___Health & Safety
___Homemaking
___Mathematics
trade areas
___Music
___National and
World affairs
___Nature Study
___Occupations
___Outdoor Life
___Photography

___Physical Ed.
___Radio & T.V.
___Religion
___School & Club
Activities
___Science
___Social Problems
___Sports
___Trade & Industry
___Vocational Ed.
___Others

LIBRARY EVALUATION

IV. LIBRARY MATERIALS (CONTINUED)

EVALUATION:

( ) A. How adequately does the book collection serve the school related and general education curriculum?

( ) B. How adequately does the book collection serve the trade areas of the school?

( ) C. How adequately does the book collection provide for different levels of reading ability?

( ) D. How adequately does the book collection serve the general reading interests of the students?

( ) E. How adequate are book organized for effective use?

( ) F. How adequate are periodicals, pamphlets, and similar materials organized for effective use?

( ) G. How adequate and up-to-date is the card catalogue file?

( ) H. How adequate is the replacement provision of encyclopedias, essential texts, and worn out books?

( ) I. How adequate is the system of replacing returned books to the shelves?

COMMENTS:

LIBRARY EVALUATION

V. LIBRARY PROGRAM

CHECKLIST:

( ) 1. Classes are conducted, for the students in cooperation with the English department, in the use of the library facilities.

( ) 2. Provision is made to acquaint the staff and students with new materials acquired by the library.

( ) 3. Students and faculty are made aware of the availability of materials that supplement and enrich the school curriculum.

( ) 4. Bulletin boards are changed often and kept-up-to-date.

( ) 5. Display cabinets are maintained and changed often.

( ) 6. The library program provides materials to supplement and enrich the school curriculum, stimulate growth, and encourage literary appreciation and ethical standards.

( ) 7. The library assists instructors in the enrichment of their areas by providing professional as well as subject content materials.

( ) 8. Books that are used in group work and special class projects are put on reserve.

( ) 9. The library assist in the reading improvement program of the school.

( ) 10. Pupils are encouraged to use the library for leisure reading as well as for required work.

( ) 11. Library hours are such that all students have ample opportunity to avail themselves of its services.

( ) 12. A book fair or similar activity is held annually to encourage interest in reading.

( ) 13. Provision is made to obtain books, on loan, from other libraries.

( ) 14. The library is recognized as an essential segment of the instructional program.

LIBRARY EVALUATION

V. LIBRARY PROGRAM (CONTINUED)

EVALUATION:

( ) A. How adequate is the training of the students in the use of the library facilities?

( ) B. How well are the students and faculty made aware of the availability of new materials?

( ) C. How well are the display cabinets and bulletin boards maintained?

( ) D. How well does the library assist in the reading improvement of the students?

( ) E. How adequately does the library serve to enrich the overall school program and reading interests of the students?

( ) F. How well does the school staff cooperate in encouraging student use of the library?

( ) G. Are the library hours adequate?

COMMENTS:

LIBRARY EVALUATION

VI. FINANCIAL PROVISIONS

CHECKLIST:

( ) 1. A minimum collection of 5,000 books or a ratio of 10 books per student is maintained.

( ) 2. An annual budget for satisfactory maintenance of growth is provided on a ratio of $3.00 to $4.00 per student.

( ) 3. Provision is made in the budget to replace or update essential references such as encyclopedias, handbooks, etc. approximately every two years.

( ) 4. General library subscriptions for trade and general library periodical subscriptions are provided for in the annual budget.

( ) 5. A supply budget of $80.00 annually is provided for general library supplies.

Supplemenatry Data:

Enter expenditures for the past three years:

Purchase of materials	Year	Year	Year
Books			
Periodicals			
Newspapers			
Pamphlets			
Repair and Rebinding			
Equipment Purchase			
Equipment Repair			
Professional Literature			
Institutional Membership			
Miscellaneous			
Totals			

EVALUATION:

( ) A. How adequate are the funds for the purchase of printed materials?

( ) B. How adequate are the funds for equipment purchase and repair?

( ) C. To what extent do the budgetary procedures contribute to effective service?

COMMENTS:

VII. STAFF
(optional)

This section of the evaluation criteria should alert the instructor to a number of desirable objectives he should be pursuing to enhance his professional growth.

After the instructor evaluates himself in terms of the checklist below, he is free to discuss this with the review committee if he so chooses.

Since this section is optional, the members of the review committee will not be involved with it unless they are requested, by the staff member involved, to do so.

CHECKLIST:

( ) 1. I participate in programs for professional improvement.

( ) 2. I keep abreast of technological changes in my area.

( ) 3. I participate in school activities outside of my regular assignments.

( ) 4. I participate in community affairs.

( ) 5. I belong to professional organizations.

( ) 6. I meet with instructors of other departments and I understand the need for such a program in a Vocational-Technical School.

( ) 7. I occasionally solicit student opinions of my work as a teacher.

EVALUATION:

( ) A. How does the staff member improve professionally?

( ) B. How does the staff member keep abreast of changes in his area?

( ) C. How deeply is he involved in extra curricular activities?

( ) D. How did he follow up on past evaluations?

COMMENTS:

LIBRARY EVALUATION

VIII. EVALUATIVE SUMMARY

This section of the evaluation will allow the self evaluation committee to briefly summarize its findings and to make recommendations for improving the instructional program.

In addition, this section will also give the self evaluating committee the opportunity to reflect on past evaluations and the significant changes which have since taken place.

DATA OF SELF EVALUATION:

MEMBERS OF SELF EVALUATING COMMITTEE:

	NAME	POSITION
1.		
2.		
3.		
4.		
5.		

SUMMARY SECTION II.

SUMMARY SECTION III.

SUMMARY SECTION IV.

SUMMARY SECTION V.

SUMMARY SECTION VI.

SUMMARY SECTION VII.

SUMMARY SECTION VIII.

LIBRARY EVALUATION

VIII. EVALUATION SUMMARY (CONTINUED)

SUMMARY OF PRECEDING EVALUATIONS:

DATE:

MEMBERS OF REVIEW COMMITTEE:

NAME	POSITION
1.	
2.	
3.	
4.	
5.	

SUMMARY OF RECOMMENDATIONS:

RECOMMENDATIONS FOR IMPROVEMENT AND HIGHLIGHTS OF PRESENT SELF EVALUATION:

MEMBERS OF REVIEW TEAM PRESENT EVALUATION:

NAME	POSTIION
1.	
2.	
3,	
4.	

CAFETERIA

EVALUATION

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CONTENTS

I PHILOSOPHY, OBJECTIVES, GUIDING PRINCIPLES

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  B. KITCHEN SPACE

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  A. LUNCHROOM
  B. KITCHEN

V SUPERVISION AND MANAGEMENT
  A. GENERAL
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  C. FINANCES
  D. PERSONNEL

VI SAFETY AND SANITATION

LUNCH PROGRAM

I PHILOSOPHY

Health and efficiency of an individual are principally dependent upon good nutrition and meals should be adjusted to meet the needs of the student.

Good nutrition is based upon well balanced meals. When well planned lunch programs are provided, student participation is encouraged.

OBJECTIVES of the school lunch program are:

1. To develop better general health by supplying a lunch which included approximately one-third of the student's daily food needs and additional nourishment where needed.
2. To improve eating habits by helping students to like most foods.
3. To be available to all students regardless of their ability to pay.
4. To enrich and vitalize the school program.

GUIDING PRINCIPLES of a good school lunch are:

1. The lunch is nutritionally adequate and conforms basically to the food customs of the group.
2. The food is of high quality, well prepared and attractively served.
3. The lunch is eaten in pleasant, informal surroundings.
4. Sufficient time is allowed to enjoy the meal.
5. The price is kept low in an effort to exclude no one.

II ORGANIZATION

Lunch program should consider time allotment, menus, seating, and service.

CHECK LIST

( ) 1. Sufficient time is allowed for lunch periods.

( ) 2. Week's menu is posted in advance.

( ) 3. Seating accommodations are sufficient to include those who bring their lunches.

( ) 4. There are serving counters of sufficient size and design to give speedy and efficient service.

EVALUATION

( ) 1. To what degree does planning encourage students to participate in the lunch program?

( ) 2. How satisfactory are service and seating accommodations in the school lunch program?

COMMENTS:

III FACILITIES

Operating space of lunch room and kitchen is adequate for school population.

A. LUNCH ROOM SPACE

CHECK LIST

( ) 1. It is of sufficient size.

( ) 2. It is centrally located.

( ) 3. It is well ventilated.

( ) 4. It is well lighted.

( ) 5. It is clean and neat.

( ) 6. It is properly heated.

( ) 7. It is bright and cheerful.

( ) 8. It is provided with an instructor's dining area.

EVALUATION

( ) 1. How adequate is the lunch room as to size and location?

( ) 2. To what degree is lighting, heating, ventilation and cleanliness maintained?

( ) 3. Is an instructor's dining area provided?

COMMENTS:

III FACILITIES (continued)

B. KITCHEN SPACE

CHECK LIST

( ) 1. It is of adequate size.

( ) 2. It is conveniently located.

( ) 3. It is well lighted.

( ) 4. It is well ventilated.

( ) 5. It is clean and neat.

EVALUATION

( ) 1. How adequate is the kitchen as to size and location?

( ) 2. To what degree is lighting, heating, ventilation, and cleanliness maintained?

COMMENTS:

IV EQUIPMENT

It is essential that seating, serving and sanitation meet the needs of the lunch program and health code.

A. LUNCH ROOM

( ) 1. Suitable chairs and tables are provided to care for the school population.

( ) 2. There are serving counters and containers (steam tables, show cases, silverware dispensers, etc.) in number, condition and arrangement sufficient for speedy and efficient service for the school population

( ) 3. Paper napkins are provided.

( ) 4. Sufficient silverware, dishes and trays in good condition are provided and properly stored.

( ) 5. Containers for refuse and garbage are conveniently located and properly used.

( ) 6. Sufficient sanitary drinking fountains are provided.

( ) 7. There are enough cashiers on duty to facilitate handling of money.

EVALUATION

( ) 1. To what degree are safety and sanitation maintained?

( ) 2. To what degree are lunch room services supplied?

( ) 3. To what degree are chairs, tables, silverware, dishes, napkins and drinking fountains provided?

( ) 4. Are there enough cashiers?

IV EQUIPMENT (continued)

B. KITCHEN

CHECK LIST

( ) 1. Enough refrigerator and freezer space is provided for perishable foods.

( ) 2. Storage cabinets or shelves are provided for all canned goods.

( ) 3. Sufficient dust and vermin proof containers are provided for staple foods (flour, sugar, cereal, etc.)

( ) 4. Food and supplies are kept in their proper places.

( ) 5. Safe efficient modern cooking facilities are provided.

( ) 6. Cooking utensils are sufficient, efficient and satisfactory.

( ) 7. Provision is made for proper care and storage of cooking implements and utensils.

( ) 8. Work tables are of sufficient size and number and well arranged.

( ) 9. Dish sterilizing unit is provided.

( ) 10. Plenty of water sufficiently hot is available.

( ) 11. Suitable linen of sufficient quantity is available.

( ) 12. An efficient slicing machine is provided.

( ) 13. All equipment is kept in good condition.

EVALUATION

( ) 1. To what degree is proper refrigeration of perishable foods maintained?

( ) 2. To what degree is food protected from vermin and contamination?

( ) 3. How adequate is food storage space?

( ) 4. How adequate is sterilizing and storage of utensils and equipment?

( ) 5. To what degree are satisfactory sanitation standards maintained?

( ) 6. How adequate is the equipment?

COMMENTS:

V SUPERVISION AND MANAGEMENT

Responsibility of supervision in the school lunch program is for meal planning, budgeting, records and prices. The conduct of a well operated lunch program requires a staff of clean, courteous, properly attired people in good health, free form communicable disease.

GENERAL

CHECK LIST

( ) 1. Entire program is under the direction of the school director.

( ) 2. Responsibility in fulfilling the various parts of the program is definitely assigned.

( ) 3. Proper supervision of the lunch room is maintained during the lunch period.

( ) 4. Are arrangements made for periodic health examinations?

( ) 5. Are arrangements made for periodic inspection of facilities?

EVALUATION

( ) 1. To what degree is the responsibility for general supervision and management properly fulfilled?

COMMENTS:

V SUPERVISION AND MANAGEMENT (continued)

B. MEAL PLANNING

CHECK LIST

( ) 1. Menus make use of abundant, in season fruits and vegetables.

( ) 2. Lunches are well planned in advance and are arranged by a competent cafeteria manager with consideration given to a hot, nutrituous, well balanced meal.

( ) 3. The servings are prepared in such a manner as to be attractive and palatable.

EVALUATION

( ) 1. How satisfactory are the meals in the school lunch program?

COMMENTS:

FINANCES

CHECK LIST

( ) 1. Accurate daily records are kept.

( ) 2. Records are audited at least once a year.

( ) 3. Lunches are priced within the reach of all students.

( ) 4. Profits, if any, are used to provide better lunches or lower cost lunches to the students.

( ) 5. Food is purchased economically and in quantities to prevent spoilage and loss.

( ) 6. A budget is well planned and carried out.

EVALUATION

( ) 1. How well is the financial management of the school lunch program conducted?

COMMENTS:

VI SAFETY AND SANITATION

Safety and sanitation require the collecting and sterilizing of dishes and utensils and proper cleaning of area to avoid incidence of pests. First aid, health and fire safety code requirements and good management should insure that all sanitary facilities be maintained.

CHECK LIST

( ) 1. Kitchen and lunch room are cleaned daily and kept free of dust.

( ) 2. Garbage is taken care of promptly.

( ) 3. Floors, walls and furniture is free from vermin breeding cracks.

( ) 4. Refrigerators and other food storage units are cleaned daily.

( ) 5. Suitable provision is made for collecting soiled dishes after lunch.

( ) 6. Dishes and cooking utensils are thoroughly sterilized after use.

( ) 7. All sewage lines and grease traps are functioning properly.

( ) 8. Flush toilets, wash basins with hot and cold water, soap and towels are within easy access to the kitchen and lunchroom.

( ) 9. Refuse containers are strategically located.

( ) 10. Adequate provision is made to combat pests (bugs, insects, rodents).

( ) 11. Satisfactory fire equipment is provided and kept in good condition.

( ) 12. Fire escapes are adequate and kept clear at all times.

( ) 13. First aid equipment is available.

( ) 14. Facilities for caring for outer clothing and rain footwear are provided.

( ) 15. All food and health regulations are complied with.

EVALUATION

( ) 1. How extensive are provisions made for handling cleanliness in the school lunch program?

( ) 2. How adequate are sanitation facilities of the program?

( ) 3. How adequate are provisions for fire safety and first aid?

COMMENTS:

GENERAL EDUCATION

Checklists

The checklists consist of provisions, conditions, or characteristics found in good vocational-technical schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters;

E	Provision or condition is made extensively.
S	Provision or condition is made to a moderate extent.
L	Provision or condition is very limited or missing but needed.
M	Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
N	Provision or condition is not desirable or does not apply.

Evaluations

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the review committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. - Excellent: the provisions or conditions are extensive and are functioning excellently.

4. - Very good:*

   a. the provisions or conditions are extensive and are functioning well, or

   b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - Good: the provisions or conditions are moderately extensive and are functioning well.

2. - Fair:*

   a. the provisions or conditions are moderately extensive but are functioning poorly, or

   b. the provisions or conditions are limited in extent but are functioning well.

1. - Poor: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - Missing: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - Does not apply: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

*If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".

II. SOCIAL STUDIES PROGRAM

SCHOOL - DATE:

DEPARTMENT -

INSTRUCTORS -

Aims and Objectives of the Social Studies Program

The basic objective of the Social Studies Program course for vocational-technical schools is to give the students an understanding of the problems confronting the world at the present time through a familiarity with the historical facts which have contributed to their development.

In order to accomplish this objective it is necessary that the students acquire:

1. A knowledge of the geography of the world and of the nations, and the effect it has on peoples' lives, culture and behaviors.
2. An understanding of the impact of recent history upon the peoples' and their problems.
3. A skill in analyzing a world problem in terms of history, geography and the cultural surroundings of the peoples' involved.

The Industrial Economics course is designed for the fourth year students of the Connecticut State Technical Schools. It is an outgrowth of two separate courses (Business Organization and Social Legislation) which have heretofore been given. The new course has been written out of a desire to standardize, to some extent, the fourth year social studies program, and to give our staff a definite guide to follow.

It is felt that our students should be familiar with business practices and with legislation designed to protect the worker, but at the same time, seniors should leave the technical schools with an appreciation of the essential unity and interdependence of our American economy.

Accordingly, the objectives of the Industrial Economics Course are listed below:

1. To give the student appreciation and an understanding of the benefits of the American economic system, and a knowledge of the contributions of all the major segments of that economy -- capital, labor, management, and the consumer.
2. To give the student the knowledge that our standard of living is a result of the cooperative efforts of all these segments, and to prepare them to make their future contributions as members of the system.

Guiding Principles

The Social Studies consists of courses to prepare youth (1) for effective American citizenship and (2) for understanding the organization and institutions of society and man's behavior in it. The purpose of these courses, drawing their content from the discipline of history, geography and economics, is to provide insights into the operation and results of various kinds of social, economics, and political systems.

The social studies program helps students to acquire knowledge and skills essential for good citizenship, as well as attitudes which lead to sound democratic behavior. It seeks to develop in each student an appreciation of our American heritage and our democratic way of life, and of the moral and spiritual values inherent in the practice of American Democracy.

I. Organization

Check List:

( ) 1. Social Studies courses are required of all regular students.

( ) 2. Elective courses are available for (some, all) students.

( ) 3. Courses in Social Studies are planned to provide for sequential development from grade to grade.

( ) 4. Courses in Social Studies are planned to provide coordination with instructional activities of other areas for the same student.

( ) 5. Provisions are made by the Bureau of Vocational-Technical Schools for periodic evaluation of the courses in Social Studies and for revision as necessary.

( ) 6. Community groups and agencies are consulted in the development of the Social Studies program.

( ) 7. Each Social Studies teacher has a preparation period each day.

( ) 8. Teacher load is such that necessary attention to criticism of work of individual students can be given.

Evaluation:

A. How adequately do Social Studies courses meet the needs of all Students?

Comments:

II. Nature of Offerings

Check List:

( ) 1. Course content is designed to acquaint students with significant elements of our social, political, and economic heritage.

( ) 2. Courses are organized to challenge the abilities of all students.

( ) 3. Courses emphasize factors of geography which bear upon local, national, and international problems.

( ) 4. Courses aid students in understanding inter-relationships among political, social, and economic problems and issues.

( ) 5. Students are encouraged to assume responsibility for democratic action in the conduct of school activities.

( ) 6. Efforts are made to help students recognize and deal with propaganda.

Evaluations:

( ) A. To what extent are social, political, and economic problems and issues carefully investigated?

( ) B. To what extent do the offerings challenge the abilities of all the students enrolled in the social studies?

Comments:

III. Physical Facilities

Check List:

( ) 1. The Social Studies classroom facilities are adequately arranged.

( ) 2. Bookshelves, magazine rack, filing cabinets are provided.

( ) 3. Classroom is equipped for effective use of audio-visual aids.

( ) 4. Audio-Visual equipment is available.

Evaluation:

( ) A. How adequate is space for instructional activities?

( ) B. How adequate is provision for storage?

Comments:

IV. Instructional Staff

Check List:

( ) 1. Have preparation in subject that we are teaching.

( ) 2. Have preparation in the methods of teaching Social Studies.

( ) 3. Have experience in non-school activities which contribute to the understanding of social problems, such as travel, research, and experience in industry.

( ) 4. Assist in such activities as the preparation of course of study, selection of texts and reference material and library materials.

( ) 5. Active in professional organizations.

( ) 6. Continuing their studies.

Evaluation:

( ) A. How adequate is the staff preparation?

( ) B. To what extent do staff members show continued interest in professional growth?

Comments:

V. Instructional Activities

Check List:

( ) 1. There is evidence of careful planning and preparation for instructional activities.

( ) 2. Instruction is planning in keeping with the abilities of the students.

( ) 3. Opportunity for experience in democratic procedures is provided in the classroom.

( ) 4. Community resources are used to enrich learning activities.

( ) 5. Current events materials are used.

( ) 6. Classwork in social studies, when appropriate, is related to work in other fields.

Evaluation:

( ) A. How adequately do the teachers plan instructional activities?

( ) B. To what extent does the staff use appropriate teaching procedures?

( ) C. How effective is the teaching?

Comments:

VI. Instructional Materials

Check List:

( ) 1. Reading material, such as textbooks, pamphlets, magazines, newspapers, are provided.

( ) 2. Reading materials are selected to meet a variety of reading levels of students.

( ) 3. Maps, films, charts, models, globes, and similar instructional materials are available.

( ) 4. Study guides and assignment sheets are available to student.

Evaluation:

( ) A. How adequate is the variety of instructional material?

( ) B. How adequate is the quality of instructional materials?

Comments:

III. ENGLISH PROGRAM

SCHOOL - DATE:

DEPARTMENT -

INSTRUCTORS -

Aims and Objectives of English

1. To develop skills in thinking, reading, writing, and speaking.
2. To organize effective and logical oral and written expression.
3. To learn the effective use of study aids such as dictionaries, reference books, bibliographies, and guides to periodical literature.
4. To develop skill in reading different types of material with speed and understanding.
5. To learn and use the accepted forms of punctuation, spelling, abbreviation, paragraphing, and letter forms.
6. To develop a creative and responsible use of language.
7. To develop an interest in reading worthwhile books, newspapers, phamplets, and magazines.
8. To develop and apply critical standards for the evaluation of what is heard, read, or said.
9. To recognize and understand the significance of some of the outstanding figures and works of our literary and national heritage.
10. To provide for diagnosis and remedial instruction.

WHY STUDY LITERATURE?

I. To gain social and civic competency through:

   A. Knowledge of literary forms

B. Better citizenship values

C. Learning to get along with people

D. Acquiring critical judgment

E. Knowledge of people and places

F. Making other studies more meaningful

G. Better oral and written communication

H. Achieving a sense of social and moral values and ideals

I. Solving personal problems in life

J. Achieving international understanding

K. Acquiring a sense of personal worth and the dignity of man

L. Acquiring understanding of social, political and industrial trends

M. Fostering desirable attitudes and personal traits

II. To improve the mechanics of reading through:

A. Increasing speed of reading

B. Increasing comprehension

C. Increasing powers of concentration and industry in all fields

D. Increasing the technical and general vocabulary

E. Facilitating reading the literature of the technical world

F. Acquiring selectivity and discrimination in reading materials

G. Improving oral and written expression

H. Ability grouping for meeting varying levels of ability

III. To develop enjoyment and appreciation through:

A. Promoting broad avenues of interest

B. Stimulating interest and good taste

C. Better use of leisure time

D. Raising the cultural level in home life

E. Promoting the desire to read more and more widely

F. Providing a knowledge of the background of American Industry

G. Promoting a better understanding of our American heritage

H. Acquiring a better understanding of one's self

I. Organization

Check List:

( ) 1. English courses are required of all students.

( ) 2. Remedial reading activities are available.

( ) 3. Individuals within a single class are grouped or identified for differentation of teaching.

( ) 4. English courses are organized to provide for sequential development.

( ) 5. Each English teacher has a preparation period each day.

( ) 6. Teacher load is such that necessary attention to criticism of work of individual students can be given.

( ) 7. Have remedial instruction (special classes) for slow learners (or something like that)

Evaluation:

( ) A. How adequate are English courses organized to meet the needs of all students?

Comments:

II. Nature of Offering

A. Grammar

Check List:

( ) 1. The teaching of grammar is in agreement with current research findings.

( ) 2. Students are encouraged to do self-initiated or creative writing.

( ) 3. Writing and speaking activities use content material from other subject areas.

( ) 4. Spelling is stressed in group and individual instruction.

( ) 5. Students are taught to build their writing, speaking, and reading vocabularies.

Evaluation:

( ) A. How well do the offerings provide for the development of the language process?

( ) B. How adequate is the quality of offerings in speech?

( ) C. How adequate is the quality of offerings in writing?

Comments:

B. Literature

Check List:

( ) 1. Students are taught skills essential to reading both as a study procedure and as a literary experience.

( ) 2. Opportunities are provided to develop an understanding of factors important in the selection and criticism of reading material.

( ) 3. Students are encouraged (and provision is made) to read a number of books written for and about adolescents.

( ) 4. Literature selected for study contains examples of a variety of types of writing.

( ) 5. School booklists are available to help the student make a wise choice of reading materials.

( ) 6. Some reading selections are chosen for their emphasis upon moral and spiritual values.

( ) 7. Some reading selections are chosen for their emphasis on trade training and application.

Evaluation:

( ) A. How extensive is the variety of literature to meet the needs of all students?

( ) B. How adequate is the content in literature to meet the needs of all students?

Comments:

III. Physical Facilities

Check List:

( ) 1. Classrooms are equipped with moveable furniture which can be adapted to group activities.

( ) 2. Bookshelves are provided in all English classrooms.

( ) 3. English clasrooms are equipped for efficient use of audio-visual aids.

( ) 4. Testing equipment for diagnosis of speech is available.

( ) 5. Testing equipment for diagnosis of reading problems is available.

( ) 6. Public address equipment is available for student use.

( ) 7. Storage space available.

Evaluation:

( ) A. How adequate are the physical facilities to meet instructional needs in English?

( ) B. How well is equipment maintained for efficient use?

Comments:

IV. Instructional Staff

Check List:

All members of the English Staff.

( ) 1. Have for teaching preparation in literature for adolescents.

( ) 2. Have preparation in method of teaching English.

( ) 3. Are acquainted with diagnostic techniques and remedial instruction methods.

( ) 4. Assist the Librarian in the selection of English reading materials and with the problem of distribution of these materials.

( ) 5. Have training in the use of audio-visual equipment and material.

( ) 6. Maintain active participation in in-service education through formal study or other professional activity.

( ) 7. Are active in professional organizations of English teachers.

Evaluation:

( ) A. How adequate is the staff's (background) preparation in English.

Comments:

V. Instructional Activities

Check List:

( ) 1. Instruction is directed toward clearly formulated comprehensive objectives of the English Program.

( ) 2. There's evidence for careful planning and preparation for instruction.

( ) 3. Instruction is readily adapted to new or changing classroom conditions.

( ) 4. Instruction is individualized through such techniques as grouping of students with particular needs and through differential assignments.

( ) 5. Instruction provides for extensive use of the library.

( ) 6. Attention is given to improve study skills through course construction.

Evaluation:

( ) A. How adequate is the planning and preparation for instruction?

( ) B. To what degree is instruction adapted to needs of individual students?

( ) C. To what extent are materials from the library used in English instruction?

( ) D. How effective is the English program?

Comments:

VI. Instructional Material

The following instructional materials are provided and accessible.

Check List:

( ) 1. Variety of texts

( ) 2. Variety of library books

( ) 3. Pamphlets

( ) 4. Newspapers

( ) 5. Dictionaries

( ) 6. Class sets of good literature

( ) 7. Class sets of Grammar texts

( ) 8. Radio

( ) 9. T.V.

( ) 10. Films

( ) 11. Filmstrips

( ) 12. Recordings

( ) 13. Maps

( ) 14. Charts

( ) 15. Up to date reading lists

( ) 16. Reading Cacers

( ) 17. Tachistoscopes **Diagnostic tools for reading**

( ) 18. Tachometers

( ) 19. Telebinacular

( ) 20. Audiometer

Evaluation:

( ) A. **How adequate is the variety of instructional materials?**

( ) B. **How adequate is the quality of instructional materials?**

( ) C **How adequate is the quantity of instructional materials?**

Comments:

V. PHYSICAL EDUCATION

SCHOOL - DATE:

DEPARTMENT -

INSTRUCTORS

Aims and Objectives in Physical Education

A. To develop physical and organic vigor in terms of strength and endurance.

B. To provide neuro-muscular training thus securing coordination, agility, and balance.

C. To develop correct body mechanics and to promote physical, mental and emotional poise and alertness.

D. To provide for activities which contribute to social, emotional, and leisure time education.

I. Organization

Check List:

( ) 1. P. E. classes meet (   ) periods per week.

( ) 2. Time provided for showers and dressing is ____________minutes.

( ) 3. Class size is such as to permit effective teaching.

( ) 4. Medical examinations are required of all students.

( ) 5. Consideration is given in teachers schedules for planning, organization, and supervising intramural and inter-school athletics.

( ) 6. Provision is made for insurance coverage of all students.

Supplementary Data

1. Number excused from P. E. classes.

2. Describe procedure for excusing students from class.

Evaluation

( ) A. Do time allotments of the program meet instructional needs satisfactorily?

( ) B. How satisfactory are the controls and safeguards for all athletics activities?

Comments:

II. Nature of Offering

Check List:

( ) 1. Activities are selected and taught in terms of individual needs, interests, and ability of boys and girls.

( ) 2. Individual activities such as apparatus work, archery, tumbling, and golf are provided.

( ) 3. Opportunities in a variety of intramural sports are provided.

( ) 4. The curriculum in Physical Education is carefully planned to provide for sequential development.

( ) 5. Experiences are provided to develop leadership.

Evaluation

( ) A. How adequate is the variety of experiences to meet the Physical Education needs of all students?

( ) B. How adequately does the program provide for desirable activities in terms of Physical Education needs?

Comments:

III. Physical Facilities

Check List:

( ) 1. The outdoor area provides adequate space for conducting a modern program of outdoor Physical Education activities.

( ) 2. The indoor area is equipped with:

_______________adequate lighting

_______________adequate heating

_______________safety measures

_______________sanitary toilets, and lavatory facilities

_______________adequate shower facilities

_______________towel service

The Gymnasium is equipped with:

______________Ropes

______________Rings

______________Bars

______________Mats

Check List:

____________________ Horses

____________________ Ladders

____________________ Springboards

____________________ Trampoline

____________________ Storage space

____________________ Tackboards

____________________ Chalkboards

____________________ First-aid equipment

____________________ Other ____________

The outdoor area is:

____________________ Readily accessible

____________________ Enclosed

____________________ Free from safety hazards

____________________ Marked for a variety of activities

( ) 3. Well adjusted lockers, showers, and drying areas with adequate space for peak loads.

____________________ Lockers in sufficient quantity to meet enrollment needs.

____________________ Drying rooms

____________________ At least one shower head for every (5) boys (4) girls in largest class.

____________________ Hot and cold water with temperature control

____________________ Floors constructed to facilitate maintenance of sanitary conditions and safety

____________________ Lockers and shower facilities for visiting teams

____________________ Soap and Towels

____________________ Benches in locker room aisles

____________________ Mirrors

____________________ Private shower and dressing room facilities for girls

Check List:

( ) 4. Public address system provided

( ) 5. Score board provided

( ) 6. Scoring table provided

Evaluation:

( ) A. How adequate is facilities for indoor Physical Education?

( ) B. How adequate is facilities for outdoor Physical Education?

( ) C. How adequate is the quantity of permanent equipment?

Comments:

____

IV. Instructional Staff

Check List:

( ) 1. Keep informed of current developments in the professional field

( ) 2. Maintain active participation in in service education through formal study and other professional activity.

Evaluation:

( ) A How adequate is the preparation of the staff for teaching Physical Education?

VI. Instructional Materials

Check List:

( ) 1. Reference material for Health and safety is provided.

( ) 2. Official Rule books are provided.

( ) 3. Equipment necessary for an adequate testing program is provided.

Evaluation:

( ) A. How adequate are the reading and reference material?

Comments:

Comments:

V. Instructional Activities

Check List:

( ) 1. Instruction in Physical Education contributes to school objectives.

( ) 2. There is evidence of careful planning of instructional activities.

( ) 3. Instructional activities are integrated to cover legal aspects of Health.

( ) 4. Visual aids are used.

Evaluation:

( ) A. How adequate is the planning and preparation for instructional activities?

( ) B. How effective is the teaching?

Comments:

VI. DRIVER EDUCATION

SCHOOL - **DATE:**

DEPARTMENT -

INSTRUCTORS -

Aims and Objectives in Driver Education

Driver education involves all those learning experiences provided for the purpose of helping pupils learn to use motor vehicles safely and efficiently. This purpose is achieved through sequences of interrelated involving both classroom and practice driving instruction.

Classroom instruction deals with driver attitudes and physical characteristics, the motor vehicle in modern life, rules of the road, laws of physics relating to driving, the automobile and its maintenance, good pedestrian practices, and the development of driving skills.

I. Organization

Check List:

( ) 1. Driver education is scheduled in the same manner as classes in other subjects.

( ) 2. Provisions are made for both classroom and practice driving instruction.

( ) 3. Provisions are made for staff members to plan the instruction program cooperatively.

Check List:

( ) 4. Instruction is offered to students who have reached legal driving age or are closely approaching it. (Students are eligible for instruction at ________ years of age or in __________ grade, and for licensing at ___________ years of age).

( ) 5. The program is so organized that all eligible students can enroll and receive instruction.

( ) 6. Practice driving instruction is given only to students who have had or are currently receiving classroom instruction.

( ) 7. The classroom and practice driving instruction are carefully correlated.

( ) 8. Classes in driver education meet a sufficient number of periods per week for classroom instruction and practice driving instruction. The number of periods per week is __________ for classroom, and is ___________ for practice driving.

(Recommended minimum time standards are 30 hours of classroom instruction, and an average of 6 hours of practice driving instruction per student).

Evaluations:

( ) A. To what extent is driver education available to all students who need the instruction?

( ) B. Is the time allotment for driver education adequate for thorough instruction?

( ) C. How satisfactory are the records and reports?

Comments:

II. Nature of Offerings

Check List:

Classroom instruction driver education:

( ) 1. Emphasizes goals of safe and efficient use of motor vehicles.

( ) 2. Gives students opportunity to study, test, and discuss their own physical and mental characteristics as these relate to driving.

( ) 3. Contributes to an understanding of the relationship of the motor vehicle to modern life.

( ) 4. Includes opportunities for students to develop knowledge and understanding of laws and regulations affecting the use of motor vehicles.

( ) 5. Develops the students' understanding and appreciation of efforts to promote traffic safety through modern highway design and traffic engineering, traffic law enforcement by police and courts, education and public information, motor vehicle registration and inspection, and driver licensing.

( ) 6. Develops and uses studies of accidents in the school and community.

( ) 7. Contributes to the students' knowledge and understanding of accidents, their extent, cost, types, causes, and their economic and sociological implications.

( ) 8. Emphasizes the importance of personal responsibility and the development of attitudes of courtesy and consideration toward others, of respect for law and law enforcement officers, and of pride in sound driving.

( ) 9. Indicates such economic aspects of driving as insurance coverage, driver liability, and car ownership and maintenance.

Practice driving instruction:

( ) 10. Provides for the development of basic manipulative skills.

( ) 11. Emphasizes the development of poise, smoothness, and confidence in driving.

( ) 12. Includes opportunities for students to apply the principles learned and discussed in the classroom.

Check List:

( ) 13. Develops in pupils driving habits and patterns that conform both to traffic laws and ordinances and to sound driving practices.

( ) 14. Encourages a cooperative attitude toward other drivers, pedestrians, and other occupants of the vehicle.

( ) 15. Includes driving in urban and suburban traffic, in rural areas, and on the highway.

Evaluations:

( ) A. How adequate are the provisions for students to acquire needed knowledge of good practices in driver education?

( ) B. How adequate are provisions for practice in driving?

( ) C. How satisfactory is the correlation of the classroom instruction with practical applications, including practice in driving?

Comments:

III. Physical Facilities

Check List:

( ) 1. The school owns a sufficient number of automobiles for giving practice driving instruction to all eligible pupils.

( ) 2. Where vehicles are not owned by the school a satisfactory written agreement has been reached with the owner specifying at least the purpose for which the vehicles may be used, the personnel responsible for their operation and maintenance, and the plan for their replacement in a manner that will not interrupt continuity of program.

Check List:

( ) 3. Vehicles used for practice driving instruction are appropriately equipped.

_________Dual control clutch and brake pedals for the instructor's use (or dual control brake pedal if the vehicle has no clutch pedal).

_________Outside rearview mirrors on both the left and right.

_________Safety equipment for all weather conditions, such as defrosters and chains or snow tires.

( ) 4. Vehicles used for practice driving instruction are appropriately insured.

( ) 5. Vehicles are maintained in safe operating condition through periodic inspection and servicing by qualified mechanics.

( ) 6. When such vehicles are used for purposes other than driver education, all identification with the driver education program is covered, removed, or otherwise hidden from view.

( ) 7. Necessary forms for reporting accidents are kept in the vehicles at all times.

( ) 8. A conveniently located off-street practice driving area is available.

( ) 9. The rooms provided for driver education are equipped with moveable furniture suitable to the nature of the course.

( ) 10. Facilities are provided for use of audio-visual materials.

( ) 11. Testing equipment to diagnose and study visual functions, reaction time, and other personal characteristics is available.

Evaluations:

( ) A. How adequate are the physical facilities and equipment to meet instructional needs in driver education?

( ) B. How well do the physical facilities for driver education exemplify approved safety practices?

( ) C. How adequate are the storage facilities for cars, testing equipment, and instructional materials?

Comments:

IV. Instructional Staff

Check List:

All staff members who have responsibility for teaching driver education:

( ) 1. Possess valid teacher certificates or the equivalent.

( ) 2. Have preparation in professional driver education.

( ) 3. Have preparation in general safety education.

( ) 4. Keep informed about current developments in teaching driver education.

( ) 5. Have valid driver licenses.

( ) 6. Have satisfactory driving records as verified by official state and local driver files.

( ) 7. Have had driving experience in cities and on open highways under varied traffic, weather, and road conditions.

( ) 8. Maintain active participation in in-service education through formal study and other professional activity.

( ) 9. Maintain an active interest in professional advancement, including participation in educational organizations.

Evaluations:

( ) A. How adequate is the staff's background in driver education?

( ) B. How extensive and varied is the driving experience of the staff?

Comments:

V. Instructional Activities

Check List:

( ) 1. Instruction in driver education is planned in terms of school objectives.

( ) 2. Specific learning activities are directed toward clearly formulated and comprehensive objectives in driver education.

( ) 3. There is evidence of careful planning and preparation for instruction.

( ) 4. Instruction centers around practical problems.

( ) 5. Demonstrations are used in instruction.

( ) 6. Audio-Visual materials selected in terms of the objectives of driver education are used in instruction.

Evaluations:

( ) A. How adequate are the planning and preparation for instruction?

( ) B. To what extent are the learning experiences centered around practical problems?

( ) C. How effective is the teaching?

Comments:

VI. Instructional Materials

Check List:

( ) 1. Up-to-date textbooks and basic reference materials are available.

Check List;

( ) 2. Supplementary teaching materials related to driver education are available.

( ) 3. Audio-Visual materials in driver education are provided.

( ) 4. Materials developed by teachers and students are provided, such as study guides, diagnostic and achievement tests, class-developed and accepted patterns of conduct related to driving.

Evaluations:

( ) A. How adequate is the variety of instructional materials?

( ) B. How adequate is the quality of instructional materials?

Comments:

Health Services

Checklists

The checklists consist of provisions, conditions, or characteristics found in good vocational-technical schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters;

E Provision or condition is made extensively.

S Provision or condition is made to a moderate extent.

L Provision or condition is very limited or missing but needed.

M Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.

N Provision or condition is not desirable or does not apply.

Evaluations

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the review committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. - Excellent: the provisions or conditions are extensive and are functioning excellently.

4. - Very good:*

- **a. the provisions or conditions are extensive and are functioning well, or**

- **b. the provisions or conditions are moderately extensive but are functioning excellently.**

3. - Good: the provisions or conditions are moderately extensive and are functioning well.

2. - Fair:*

- **a. the provisions or conditions are moderately extensive but are functioning poorly, or**

- **b. the provisions or conditions are limited in extent but are functioning well.**

1. - Poor: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - Missing: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - Does not apply: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

***If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".**

EVALUATION OF THE PROGRAM FOR HEALTH SERVICES

The State Board of Education, in recognition of the state's responsibility for the health of its pupils, includes a variety of functions in its school health services. These functions require the coordinated efforts of administrator, teachers, counselors, physicians, dentists, nurses, and students to meet the following specific objectives:

1. To review the health status of the student.
2. To counsel students, parents and the staff personnel in health matters.
3. To recommend correction of the remediable defects.
4. To provide first aid treatment for students and staff and to see that serious cases are referred for appropriate attention.
5. To inculcate good safety habits by education of a formal and informal nature.
6. To inculcate good health habits by education of a formal and informal nature.
7. To provide care for students who are ill while at school and those who return to school after illness.

All health service activities should be carried out so as to increase students' understanding of health, to develop more favorable attitudes toward health, and to produce more desirable health praatices.

This self-evaluation will be made by a team consisting of: School Nurse, Physical Education Instructor, Director or his Appointee, Selected Students, and Medical Advisor, if possible.

HEALTH APPRAISAL

Appraisal procedures identify pupils who have health needs or handicaps that necessitate adaptation of the school program.

Checklist

( ) 1. Physical examinations are provided by school physician for all new students.

( ) 2. Physical examinations are provided by school physician for all students in their final year.

( ) 3. Physical examinations are provided by school physician for new employees.

( ) 4. The school medical advisor inspects monthly the kitchen, dining area, shower rooms and medical examination room.

( ) 5. Physical examinations are provided by the school physician for Varsity and Junior-Varsity teams.

( ) 6. Vision test are given to all new students and seniors.

( ) 7. Color blindness is tested for, in all freshmen and other new students.

( ) 8. Hearing tests are given to new students and when needed.

Evaluation

( ) How satisfactory are the health appraisal procedures?

Comments

II. CARE OF EMERGENCY ILLNESS OR INJURY

Planned procedures to provide emergency care (first aid) for students who become ill or injured at school are an important part of school health services.

Checklist

( ) 1. School first aid boxes are maintained in the shops, science laboratory, medical examination room and school vehicles.

( ) 2. Health records are accurately maintained on each student.

( ) 3. First aid supplies are on hand in medical supply area.

( ) 4. There is a written plan to handle emergencies that occur in the absence of school nurse and medical advisor. As noted in Bulletin #22.

( ) 5. All staff members have a copy of the emergency plan.

( ) 6. There is an active school health and safety council.

( ) 7. There is an eye protection program operating in accordance with Bulletin #30.

( ) 8. All major accidents are reported within forty-eight hours to the Bureau Chief. (Through the school directors)

( ) 9. There are planned procedures for periodic evaluation of the school health services.

( ) 10. There are written standing orders prescribed by the school physician for the school nurse.

Evaluation

( ) How well are emergencies involving illness or injury met?

Comments

III. GENERAL NATURE AND ORGANIZATION

Organization for school health services will vary according to state legislation, the size of the school, available resources in personnel and equipment, and administrative provisions.

Checklist

( ) 1. In-service provisions are made for teachers to review their duties and responsibilities.

( ) 2. The functions and responsibilities of teachers, administrators and other staff personnel are clearly defined and understood.

( ) 3. Appropriate programs are cooperatively planned for students who have had severe illnesses or who are otherwise physically handicapped.

( ) 4. School health services include appraisal of the health of school personnel.

( ) 5. Letters are sent to parents concerning physcial defects of students.

( ) 6. School health services offer assistance in the identification and education of handicapped students including those who are mentally retarded or emotionally disturbed.

Evaluation

( ) How adequate is the school staff's concept of the purposes of the school health services program?

( ) How extensive are the provisions for school health services?

Comments

Special Characteristics of Health Services

1. What are the best elements of the school health services?

2. In what respects are health services least adequate?

3. What improvements are planned for the immediate future?

4. What studies of the problems of school health services has the school made within the past two years?

5. In what respects has school health services been improved within the last two years?

SUMMARY AND CONCLUSION

EVALUATIVE CRITERIA

DIRECTIONS

Definitions and explanations of terms used

DIVISION: Areas of evaluation and are identified as follows:

III SCHOOL EVALUATION

1. Program of Studies
    a. Trade Areas
    b. Related Areas
    c. General Education
2. Student Activity Programs
3. Health Services
4. Guidance Services
5. Library Services
6. Audio-Visual Instructional Materials
7. Lunch Program
8. School Buildings and Grounds
9. School Staff
10. Administration
11. Student Evaluation

SUBJECT FIELDS: Courses by name in the Program of Studies identified as Shop, Related or General Education.

Subject matter data in the evaluation of the Program of Studies will require a statistical summary form for each of the Subject Fields being evaluated.

SECTION: Parts of Division. This may include sub-sections to permit evaluation of: a. Organization; b. Nature of Offering; c. Physical Facilities; d. Instructional Facilities; etc.

INSTRUCTIONS:

Summary Form A is to be used for transferring the Average evaluation from Subject Matter Field and other Divisions.

Form B may be used by the Review Committee to organize comments, commendations and recommendations for reference to be used when drafting the written report.

It is suggested to the review committee that recommendations be placed in one of the following categories:

1. Recommendations that can be carried out immediately.
2. Recommendations that can be carried out in the near future.
3. Recommendations that need to be carried out through long planning.

FORM A **STATISTICAL SUMMARIZATION**

SUBJECT FIELD (If applicable) ______________________________

Division	Section	Title	1	2	3	4	5	6	7	8

COMMENTS:

SUMMARY AND CONCLUSION

PHILOSOPHY AND OBJECTIVES FOR SELF-EVALUATION OF THE VOCATIONAL-TECHNICAL EDUCATION PROGRAM

The philosophy of vocational education is to provide programs which prepare the individual for specific areas of occupational life. The principles of operation are threefold:

1. Development of good citizenship; and

2. A reasonable degree of social competency; and

3. A marketable degree of skill in an apprenticeable occupation.

This instrument has endeavored to answer the question -- How effective is the local vocational education program and how may it be improved?

The ability of the instructor to reflect on the efficiency of the program of vocational education and of the possibilities for improvement is generally recognized as a desirable attribute of the truly professional person. Self-evaluation is a valuable tool to accomplish this goal.

GUIDING PRINCIPLES FOR SELF-EVALUATION:

1. Evaluation is concerned with the growth of individuals in the direction of the objectives of the program.

2. The purpose of vocational education is to help individuals equip themselves for an occupational career.

3. In a sense all instructional program plans and approaches are only hypotheses which need to be tested.

4. Evidence of the progress of programs, its strengths and weaknesses is needed.

5. Evaluation serves in providing information about the success of the vocational education program to the public -- clientele who employ the students, the parents, Congress and laymen.

6a. Evaluation is needed to provide quantitative data to show to what extent vocational education is meeting the Industrial needs of the community and area; in the instance of this evaluation, to what extent it is reaching into all apprenticeable occupations where need has been established.

6b. This evaluation can help to achieve this objective by indicating to what extent the existing program meets this need.

7. Evaluation is needed to provide qualitative evidence of the effectiveness of programs in operation in the area school.

8. The evaluation should reflect the principles of operation of the school by indicating:

a. The degree of training that is offered on real jobs.

b. The effectiveness of the related program being offered.

c. The extent that the general education phase of instruction meets the common needs of young people.

d. How well the Physical Education requirements are met.

e. The availability and use of the following services and aids to instruction; Health; Guidance; Lunch; Audio-Visual aids and materials; Library; Student Activity and Social Programs; and the suitability and maintenance of the school building and site.

f. Student reactions to the programs offered.

g. Staffing and Administration of the school.

Division__________________

Section__________________

Subject Field__________________

FORM B

SUMMARY AND CONCLUSION

This form may be used by the Review Committee to organize comments, commendations and recommendations for reference to be used when drafting the written report.

COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

SCHOOL PLANS FOR PROGRAM CHANGES
BASED ON FINDING OF EVALUATION

School______________________Department_______________________Date_____________

Identify items of weaknesses as pointed out by the evaluation.

1.

2.

3.

4.

5.

State what action will be taken to improve each item stated above.

1.

2.

3.

4.

5.

REVIEW COMMITTEE REPORT OF SCHOOL

I. Over all statement of area reviewed

II. Commendation of area reviewed

III. Identify areas of weakness

IV. Recommendation for improvement

SELF EVALUATION FOR STUDENT ACTIVITIES

Checklists

The checklists consist of provisions, conditions, or characteristics found in good vocational-technical schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters;

E	Provision or condition is made extensively.
S	Provision or condition is made to a moderate extent.
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M	Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
N	Provision or condition is not desirable or does not apply.

Evaluations

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the review committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5. - Excellent: the provisions or conditions are extensive and are functioning excellently.

4. - Very good:*

   a. the provisions or conditions are extensive and are functioning well, or

   b. the provisions or conditions are moderately extensive but are functioning excellently.

3. - Good: the provisions or conditions are moderately extensive and are functioning well.

2. - Fair:*

   a. the provisions or conditions are moderately extensive but are functioning poorly, or

   b. the provisions or conditions are limited in extent but are functioning well.

1. - Poor: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. - Missing: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.

N. - Does not apply: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

*If in making the self-evaluation members of the school staff wish to indicate which of the alternatives given for evaluations "4" of "2" applies, they may use "4a" and "2a" or "2b".

SELF EVALUATION

OF

STUDENT ACTIVITY PROGRAM

Guiding Principles

Section I General Nature and Organization of the Program

A. General Nature of the Program

B. General Organization

Section II Student Participation in School Government

Section III Dramatics, Speech, and Music Activities

Section IV The School Assembly

Section V School Publications

Section VI School Clubs

Section VII Social Life and Activities

Section VIII Extra-Class Physical Activities

Section IX Finances of Student Activities

Section X Homeroom

Section XI Special Characteristics of the Student Activity Program

Student Activity Program
Guiding Principles

In addition to teaching in the vocational school shop, laboratory and classroom, most instructors will work with students outside of the shop or classroom and must develop the techniques of conducting worthwhile activities in student clubs, assemblies and student government. No School can expect to maintain student interest in the usual curriculum program unless it balances this side of its offering with a less formal, more relaxing group of student activities usually regarded as extra-curricular or co-curricular.

The recognized objectives of the school, those pertaining to the development of social competence and citizenship responsibility, can best be achieved through the program of student government and its related activities.

Schools often erroneously feel that the heart of their program, the course of study, comes first and if there is any time or interest left, a program of student activities should be organized. The student activity program should not be left to chance. It is an integral part of the educational experience provided by the school and probably the sole method for developing desirable social traits, good fellowship, and the ability to participate in the democratic processes.

Nature of Program

1. Provides activities to meet the needs and interests of all students.
2. Membership in groups is open to all.
3. Attempts are made to acquaint parents with the purpose of student activity program and to encourage participation of their sons or daughters.

Organization of Program

1. Students help in planning and management.
2. School recognizes its responsibility to guide students into desirable activities.
3. The student's interest in his trade program is used to encourage participation in related student activities.
4. Faculty members elect to guide program in line with their capabilities.
5. Faculty understands purposes and cooperates with programs.
6. Financing of activities is a responsibility of the student government.

I. General Nature and Organization

A. General Nature of the Program
Checklist
The Student activity program:

( ) 1. Supplements and is integrated with the regular curriculum.
( ) 2. Gives students opportunities for experiences in leadership and to participate under this leadership.
( ) 3. Gives students opportunities to use initiative.
( ) 4. Provides students with opportunities to accept responsibilities.
( ) 5. Enables the student to coordinate activities of the school, home, and community.
( ) 6. Gives students opportunities to assist in solving school problems.
( ) 7. Helps to develop in students good citizenship traits.
( ) 8. Allows for the development and perpetuation of desirable school traditions.
( ) 9. Trys to instill the feeling that the student and teacher are each an active part of school life.
( ) 10. Attempts to make everyone feel responsible for the welfare of the school.
( ) 11. Is democratic in that membership opportunity is provided to all.
( ) 12. Are organized in such a way that cliques are prevented from being developed.
( ) 13. Is supported actively and receives encouragement from the staff members.
( ) 14. Is varied so that the wide interests of the students are taken into consideration.
( ) 15. Allows for new activities to be organized to take into account changing interests and needs of the students.
( ) 16. Allows for the revitalization of failing activities or discontinuance of poor ones.
( ) 17. Provides opportunities for orienting all students to the programs.
( ) 18. Takes in account the economic level of the students.

Evaluations:

( ) a. To what degree is the student activity program, based on a study of student interests and needs?
( ) b. How successful is the activity program in training the students to function democratically?
( ) c. To what extent does the student activity program supplement the regular curriculum?

Comments.

B. General Organization of the Program

Checklist:

( ) 1. The general objectives of the student activity program have been formulated by the proper authorities taking into consideration the interests, desires, and the needs of the students.

( ) 2. A coordinating committee unifies the entire program without causing the loss of identity or responsibility of the individual activities.

( ) 3. A regular time and place of meeting are available to each organization.

( ) 4. The schedule of activities is either prominently displayed or made available to the students.

( ) 5. All activities have an advisor who has ability and interest in the activity.

( ) 6. Advisors provide proper guidance and supervision to participating students.

( ) 7. The amount of participation in the activity program is properly adjusted through guidance.

( ) 8. Monopolization of offices by a small number of students is prevented.

( ) 9. Advisors encourage usage of democratic processes in the planning of activities.

( ) 10. Officers of student activities are trained to perform properly in their positions.

( ) 11. Evaluation of activities by the students is encouraged.

( ) 12. Each student's participation in activities is recorded on his permanent record.

( ) 13. Appropriate records of meetings and programs are kept.

( ) 14. Evaluations and improvements of the activity program are kept on record.

Evaluations:

( ) a. How adequate is the faculty guidance and supervision of activities program?

( ) b. How satisfactory is the student activities program in providing opportunities to students to manage the activities?

( ) c. To what extent are evaluations and improvements of the activity program made and how well kept are the records of these evaluations and improvements?

( ) d. How well distributed are the officer positions of the student organizations?

II. Student Participation in School Government

Checklist
The Student Council:

( ) 1. Gives an opportunity to all students to participate in representative government.

( ) 2. Functions under a constitution and bylaws with the authority delegated by the administration.

( ) 3. Faculty advisor is available to provide guidance enabling it to accomplish its clearly defined functions.

( ) 4. Student participants realize their responsibilities to the organizations proper functioning.

( ) 5. Faculty participants realize their responsibilities to the organizations proper functioning.

( ) 6. Is given assistance by administrators who realize their responsibilities to the organizations proper functioning.

( ) 7. Allows any student who qualifies according to the constitution and bylaws, to run for office.

( ) 8. Officers are elected either by the entire student body of representatives of the entire student body.

( ) 9. Elections are supervised.

( ) 10. Helps the administration and staff develop school policies pertaining to student conduct.

( ) 11. Concerns itself with care and protection of property.

( ) 12. Concerns itself with other student organizations and activities.

( ) 13. Concerns itself with student publications.

( ) 14. Plays a part in the awarding of nonacademic honors.

( ) 15. Assists new students in adjusting to school life and activities.

( ) 16. Assists in operating the intramural program.

( ) 17. Meets at an appropriate time and place periodically.

( ) 18. Governs the student court, which serves as it's judicial branch.

( ) 19. Concerns itself with the student patrol by encouraging respect to and by the patrol.

( ) 20. Encourages the student patrol to accept it's responsibilities and fulfill it's duties.

II. Student Participation in School Government (continued)

( ) 21. Has responsibilities concerning the individual classes.

Evaluations:

( ) a. How adequately are provisions for student participation in school government made?

( ) b. How successful is the student council as a functioning example of democracy in action?

( ) c. To what extent do the students understand and accept their school responsibilities?

( ) d. How effective are the student patrol and student court?

( ) e. To what extent does the student council govern student activities?

Comments:

III. Dramatics, Speech, and Music Activities

Checklist:

( ) 1. Dramatics, speech, and music activities are a part of the school program.

( ) 2. Students have an opportunity to write and produce their own plays or skits.

( ) 3. Opportunity for students to participate in a variety of stagecraft activites.

( ) 4. Participation in and attendance at community dramatic activities is encouraged.

( ) 5. Students have opportunities to participate in such presentations as addresses, debates, radio programs and television programs.

( ) 6. Formal and extemporaneous speech opportunities are provided to the students.

( ) 7. Students lacking ability or confidence to express themselves are provided speech training opportunites.

( ) 8. Dramatic and speech activities supplement and are coordinated with the regular English curriculum.

( ) 9. Equipment and facilities are provided for speech and dramatic endeavors.

( ) 10. Educational values are not subordinate to financial returns.

( ) 11. A variety of musical opportunities are available to the students.

( ) 12. The musical activities program provides for different levels of ability.

( ) 13. The out-of-school musical interest of the students is coordinated with the in-school musical program.

( ) 14. Interest is expressed by the nonparticipants and participants in the musical activities of the school.

Supplementary data:

1. Submit a list of programs or activities which are available for students in music, drama, and speech areas.

Evaluations:

( ) a. How adequate are the dramatic activities?

( ) b. How adequate are the music activities?

( ) c. How adequate are the speech activites?

III. Dramatics, Speech, and Music Activites (continued)

( ) d. How satisfactory is the quality and quantity of materials for speech, drama, and music activities?

( ) e. How great is the interest and enthusiasm of all students for these activites?

( ) f. To what extent do the students participate?

Comments:

IV. The School Assembly

Checklist:

( ) 1. The development and organization of school assemblies is charged to a school assembly committee.

( ) 2. Faculty, students, and administration are represented on the committee.

( ) 3. A faculty advisor coordinates the assembly program in order that continuity, quality, and appropriateness is considered.

( ) 4. The wide interests and needs of the students are considered in the planning of assembly programs.

( ) 5. Students and student organizations play a major part in the presentation of assembly programs.

( ) 6. Students are given opportunities to preside at assembly programs.

( ) 7. Audience participation is encouraged by such means as group singing and open discussion.

( ) 8. The students have acquired courteous behavior patterns for assembly programs.

( ) 9. Assembly program records are kept.

( ) 10. All assembly programs are carefully rehearsed.

Assembly programs include the following:

( ) 11. Lectures, presented on a variety of subjects by qualified visitors.

( ) 12. Student participation in musical programs.

( ) 13. Community groups and musical artists.

( ) 14. Motion pictures satisfying the needs and interests of the students.

( ) 15. Debates, panel discussions, and forums.

( ) 16. Recognition assemblies, patriotic programs, and other formal ceremonies.

( ) 17. Student Council activities.

( ) 18. Student exhibits or demonstrations.

( ) 19. "Pep" meetings or rallies.

( ) 20. Discussion of school policies.

( ) 21. Discussion of such problems as accidents, fires, vandalism, law enforcement, etc.

IV. The School Assembly (Continued)

Supplementary data:

1. List the assemblies presented the previous year by title, topic, or other appropriate identification.

Evaluations:

( ) a. How effective educationally and how inspirational are the assembly programs?

( ) b. To what extent do the students participate actively in the presentation of programs?

( ) c. How variable are the assembly programs in terms of content?

Comments:

V. School Publications

School publications may be any of the following; yearbook, school newspaper, handout sheet by the students.

Checklist:

( ) 1. Faculty advisors supervise all work, by the students, pertaining to publications.

( ) 2. Students have a sense of responsibility concerning the content and presentation of materials.

( ) 3. Offensive and false statements are avoided in all publications.

( ) 4. Publications provide opportunities to the students to be creative.

( ) 5. Publication activities supplement the regular curriculum.

( ) 6. Outstanding student achievements are reported in publications.

( ) 7. Publications are used to aid the entire student activity program.

( ) 8. Student publication staff members are selected after carefully considering such factors as ability, interests, and desirable attitudes.

( ) 9. Publication staffs are organized in an efficient manner.

( ) 10. Publication activities encompass a wide range of student interests and needs in order to obtain general participation.

( ) 11. Publications are exchanged with other schools in order to present the school to others.

( ) 12. Publications are widely circulated in the school.

( ) 13. Expenses for publications are kept to a reasonable level.

( ) 14. Publications are supported by the school in terms of material and equipment.

( ) 15. An in-the school location is provided for student publications.

( ) 16. Schooltime is allowed for students to work on publications.

( ) 17. A library of past publications is kept.

Supplementary data:

1. List the school publications and the number of active student participants.

2. Submit the last two successive issues of each publication.

V. School Publications (continued)

Evaluations:

( ) a. How adequate is the frequency of appearance of school publications.

( ) b. To what extent do students participate in the planning and preparation of each publication.

( ) c. How much interest and enthusiasm do all the students have in the publications?

Comments:

VI. School Clubs

Checklist:

( ) 1. Whenever there is sufficient student interest and need, appropriate clubs are organized.

( ) 2. Provisions are made to reorganize or discontinue clubs if they are not meeting needs or interests of the students.

( ) 3. The purposes and activities of each club are brought to the students' attention by all available means.

( ) 4. Club membership is voluntary and open to all qualified students.

( ) 5. Faculty advisors are provided to all clubs for guidance.

( ) 6. Whenever desirable, club activities supplement the regular curriculum.

( ) 7. Clubs meet regularly during the activity period.

( ) 8. Clubs are organized so that different ability levels are accounted for.

( ) 9. Clubs are organized which develop hobby and leisure interests of students.

( ) 10. Students and faculty are provided with opportunities to periodically evaluate club activities.

( ) 11. Clubs are operated democratically.

Supplementary data:

1. List the clubs and the number of active members in each.

Evaluations:

( ) a. How extensive is student participation in school clubs.

( ) b. How well do the club activities satisfy the interests and needs of the students.

( ) c. How well planned are the student activities.

Comments:

VII. Social Life and Activities

Checklist:

( ) 1. Informal and small group social activities have available space.

( ) 2. Sports banquets, dances, and other activities have available space.

( ) 3. Social programs are carefully planned with the schools philosophy of its obligation in this area considered.

( ) 4. The social program is planned cooperatively by students and staff.

( ) 5. Students are encouraged to participate in the social programs.

( ) 6. Recreation and informal games are part of the social program.

( ) 7. Appropriate social affairs are a definite part of the school life.

( ) 8. Students are well instructed regarding appropriate dress and behavior at the different social activities.

( ) 9. Social dancing instructions are provided when necessary.

( ) 10. Desirable fraternization opportunities of the two sexes are provided.

( ) 11. Opportunities for informal conversation in the social program are provided for.

( ) 12. Desirable social interests and attitudes are developed.

( ) 13. The social activities are all chaperoned according to school policy.

Supplementary data:

1. List all social activities the school participates in yearly.

Evaluations:

( ) a. How extensively do students participate in the planning of social activities?

( ) b. How extensively do students participate in the activities?

( ) c. To what degree are provisions made for assisting students to participate in social activities necessary for their development?

( ) d. How well do the students conduct themselves at social affairs?

Comments:

VIII. Extra-Class Physical Activities

Checklist

( ) 1. Activities selected contribute to the students interests and needs.

( ) 2. The interscholastic sports and games encompass a variety of areas.

( ) 3. The intramural sports and games encompass a variety of areas.

( ) 4. Those games, sports, and activities which have value for leisure time are included.

( ) 5. The community cooperates with the schools physical activity programs.

( ) 6. Responsibility for the physical activities program are shaped by the students.

( ) 7. Interscholastic eligibility requirements are enforced.

( ) 8. Friendly, sportsman-like attitudes toward visiting teams are developed in the students and community.

( ) 9. Provisions for teams of varying abilities, sizes, and weights are made.

( ) 10. Provisions are made for activities involving individual performances.

( ) 11. Physical activities are under the supervision of professionally qualified personnel.

( ) 12. A doctors certificate with recommendation of participation is required for strenuous activities.

( ) 13. Strenuous activities require parental consent.

( ) 14. Proper equipment is provided to students engaged in strenuous activities.

( ) 15. Students engaged in competitive and strenuous activities are properly insured.

( ) 16. Medical assistance is immediately available.

( ) 17. In conducting activities, the educational and physical welfare of the students are considered.

( ) 18. All students have equal opportunity to participate the physical activities program.

Supplementary Data:

1. Attach a list of intramural physical activities and the number of students participating in each.
2. Attach a list of interscholastic activities and the number of students participating in each.

VIII. Extra-Class Physical Activities (Continued)

3. Attach a copy of schedules of interscholastic activities.

4. Attach eligibility lists of the community and school.

5. Describe the intramural program.

Evaluations

( ) a. How adequate is the intramural program?

( ) b. How adequate is the interscholastic program?

( ) c. How well protected are the students who engage in activities in terms of health and safety?

( ) d. To what extent do the students participate in extra-class physical activities.

( ) e. In conducting physical activities how much consideration is given to the educational value of the program?

Comments:

IX. Finances of Student Activities

Checklist

( ) 1. Student activity funds are handled in the manner dictated by state bulletins.

( ) 2. Opportunities to manage finances are provided to students and the faculty.

( ) 3. Prior to initiating an endeavor requiring the handling of finances, instructors and students are given guidance of administration.

( ) 4. Students attitude toward the handling of student funds is that it is a business experience.

( ) 5. Student activity funds are distributed equitably among the various activities.

( ) 6. Financial reports are periodically posted or published.

( ) 7. Proper audits are made at the expiration of the term of each treasurer.

( ) 8. Printing of tickets is under the control of the proper authority.

( ) 9. Student fund-raising activities are justifiable educationally.

( ) 10. Numerous fund drives are avoided.

( ) 11. Dues to students are reasonable as determined by student organizations.

Supplementary Data

1. Submit copies of all financial forms used which are unique to the school (no state forms).

2. Submit list of organizations that assess students and the amount of assessment.

Evaluations

( ) a. To what extent do students participate in the management of finances?

( ) b. How much of a learning experience is handling of finances to the student?

( ) c. How educational are the fund-raising activities and how necessary are they?

Comments:

X Homeroom

Checklist:

( ) 1. Adequate time is provided for the homeroom period each day.

( ) 2. The homeroom is organized as a unit, functioning under the student council.

( ) 3. The homerooms assist administration in the disseminating of material, explaining of policies, and gathering of information.

( ) 4. Homerooms are used to promote school activities.

( ) 5. Students are given opportunities to hold discussions under informal conditions in the homeroom.

( ) 6. The regular curriculum is supplemented through the homeroom.

( ) 7. The homeroom is used to orient new students.

Evaluations:

( ) a. To what extent does the homeroom period serve as an educational aid?

( ) b. How extensively do the students participate in the homeroom?

Comments:

XI. Special Characteristics of Student Activity Program

1. The best elements or characteristics of the student activity program are what?

   a.

   b.

   c.

2. Where is the student activity program least adequate or in greatest need of improvement?

   a.

   b.

   c.

3. How has the activity program improved within the last two years?

   a.

   b.

   c.

4. What improvements in the student activity are now being made or are definitely planned for in the immediate future?

   a.

   b.

   c.

General Evaluation of the Student Activity Program

Checklist:

( ) a. To what extent is the student activity program consistent with the philosophy and objectives of the school?

( ) b. To what extent does the student activity program meet the needs of the students?

( ) c. To what extent is the school identifying problems in the student activity program and seeking their solution?

FORMAT FOR AN EVALUATION OF THE VOCATIONAL-TECHNICAL SCHOOL BY THE STUDENTS

GOAL

The improvement of the student's relationship to the overall Vocational-Technical Program.

OBJECTIVES

1. To permit the faculty and administration to gain an insight into student problems and points of pride regarding their school.

2. To determine student morale.

3. To determine the effectiveness of the Vocational-Technical School's communication with the public.

METHOD

Interviews with members of the student body by members of the review team. The interviews should be conducted both formally and informally. The formal interview would be conducted by the review team meeting with a pre-selected sampling of the student body during the school day. During this interview period, the members of the review team would question the students with questions pertaining to the objectives stated above. The informal interviews can be conducted by the members of the review team by questions directed at individual students as the team is in the process of evaluating the other phases of the program, (i.e., questioning students during passing of classes or while the review team is in the shop or cafeteria areas).

Student sampling for the formal evaluation should comprise at least 10% of the student population, and should have both good and less desirable students as part of the group. The group should contain class officers from each class (Freshman, Sophomore, Junior and Senior), problem students from each class, and students representing each shop. The selection of the student group should be done by a group of three, representing the Administration, the Guidance Office, and the Consultant assisting in the evaluation.

CHECK LIST (To be used by review team only)

( ) 1. Students feel that their participation in the school life is welcome.

( ) 2. Students appear happy and content.

( ) 3. Students are proud of their school.

( ) 4. Provision is made for student desires to be made known to the administration.

( ) 5. Students find the program attractive and challenging.

( ) 6. Parents and the general public understand the Vocational-Technical School program.

EVALUATION

( ) 1. To what extent are the students satisfied with their school.

COMMENTS